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ABSTRACT

The communication course presented in this document was developed as it was being offered at correctional centers throughout North Carolina from the fall of 1971 through the spring of 1976. The document contains 12 "encounters," or lessons, each of which discusses behavioral objectives, physical facilities, general advice, the time sequence, a simulated encounter and/or methods of approach, and evaluation. A bibliography is often included. Encounters focus on various communication problems and ways to achieve effective communication, as well as related problems, such as drug and alcohol use, racial and ethnic barriers, and probation and parole. Appendixes include a discussion of group dynamics and a model which integrates concepts, game theory, script writing, and decision making. (JM)

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FINAL REPORT
Title I
Project No. 75-002-016

SHORT COURSE IN COMMUNICATION FOR PRISON PERSONNEL & OFFENDERS

developed in North Carolina

by

Paul D. Brandes
Michael Frazier
and
The Undergraduate Students in Speech 95 & 96

May 1976

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

This project is supported by Title I, Higher Education Act of 1965.

CS 501 482

A SHORT COURSE IN COMMUNICATION FOR PRISON PERSONNEL & OFFENDERS

by

Paul D. Brandes and Michael Frazier

of

The Speech Division of the Department of English at the University of North Carolina at Chapel Hill

and the one hundred and fifty-eight students who have assisted in teaching the course during the past seven years at seven different institutions in the State of North Carolina

May, 1976

This project is supported by Title One, Higher Education Act of 1965,U.S.Department of Health,Education & Welfare
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Copies are available by writing Speech Division, English Department, 212 Bingham Hall, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514

The syllabus is subject to the following adaptations:

STUDENTS: The course can be (and has been) offered to a wide variety of types of prison personnel including

prison officials only	prison guards and inmates together
inmates only	custodial,treatment & inmates together

LENGTH: Depending upon which units are chosen, the course can last from four to twelve weeks. Each encounter should take from two to three hours.

SEQUENCE OF ENCOUNTERS: Except for Encounter #1 (and #12 if it is to be included), the order of encounters is optional. They are presented here in the order in which experience in teaching the course has found them most effective.

COST: Arrangements can usually be made with an institute, a college or a university to furnish a qualified instructor without cost to the prison unit. College students acting as instructors are generally given college credit for their contribution. Transportation costs, food for snacks and the banquet, and supplies may be paid for under a contract with the prison or may be raised by the students from a general assessment to each student supplemented by donations and fund raising projects.

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BRIEF HISTORY OF THE COURSE

In the fall of 1969, at the invitation of the late George Randall, Deputy Commissioner of Corrections for the State of North Carolina, the Speech Division of the English Department of the University of North Carolina at Chapel Hill agreed to organize a team of students and instructors to train selected inmates at Polk Youth Center in Raleigh, N.C., to go out into the state and speak to high school audiences on how to avoid a life of crime and in, particular, of crime related to drug addiction. Maurice Baker of Polk Youth Center was the coordinator of the program during the academic year of 1969-1970. A number of speaking engagements were held, often accompanied by a prison singing group. Special arrangements were made to have security personnel accompany Mr. Baker and the inmates on the speaking tours. The program was given the title, "Tell It Like It Is," a tribute to deglamorizing the use of alcohol and drugs.

In the spring of 1971, with the consent of then Commissioner Lee Bounds, the speaker bureau aspect of the program was deferred and the first short course in communications was offered to volunteer offenders on Sunday nights at Umstead Youth Center in Butler, N.C. The students and instructors who volunteered for the project had not attempted a course directed at inmates before, and so began the construction of this syllabus. Techniques that worked were kept; those that were not successful were discarded. In the main, instruction has been offered to classes composed of inmates only. However, in several instances, parallel instruction has been offered to prison officials, and, in one case, security personnel and inmates met in the same class. Some isolated meetings were conducted when all three parties--security,treatment, and offenders--were present together.

Instruction involving a variety of encounters and varying types of students was offered in the fall of 1971 at Sanford Advancement Center, Sanford, N.C. (males of widely varying ages); in the spring of 1973 at Polk Youth Center (males from 16-22); in the fall of 1973 at Central Youth Center (males from 16-22)*; in the spring of 1974 at North Central Correctional Center, Raleigh, N.C. (males from 18-65+); in the fall of 1974 at Triangle Correctional Center, Raleigh, N.C. (males from 18-65+); in the spring of 1975 at the North Carolina Correctional Center for Women, Raleigh, N.C. (femals from 17-65+); in the fall of 1975 at Sandhills Youth Center, McCain, N.C. (males from 16-18), and in the spring of 1976 at Triangle Correctional Center (males 18-65+). Plans are being made to experiment in the fall of 1976 by making the course a part of a pre-release program now being offered by the North Carolina Department of Corrections at their prerelease center in Greensboro, N.C.

There has been four efforts to evaluate the effectiveness of the course. Honors papers by undergraduates Donald Vaughan (May, 1974) and Stefanie Mendell (May, 1975) showed encouraging trends on pencil-and-paper tests. Data from a revival of the "Tell It Like It Is" program (renamed "Speak Out") and from the course offered in the spring of 1976 as been partially analyzed and again shows encouraging trends. However, sufficient funds have not been available to control any of these four past experiments properly and to explore the possible effects

*During the year 1973, the short course acquired the name "Safety via Communications" to point out that the streets of America would be safer if inmates released from institutions could solve their problems by positive verbal agility. However, the label has proved ambiguous and is being phrased out.

of the program upon recidivism. Monies are now being sought to permit a sophisticated measurement of the effect of the program. Copies of the evaluations of the program to date may be secured on loan from the Speech Division of the English Department of the University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27514.

ACKNOWLEDGEMENTS

The instructors and college students who have operated the program over the past seven years wish to thank all those who have been of assistance to them in conducting the speaker's bureau and the course and therefore in making this syllabus possible. They express their particular indebtedness to Ralph Edwards, Commissioner of the Division of Prisons; W. L. Kautsky, Deputy Commissioner of the Division of Prisons; Richard Urbanik, Chief of Program Services for the Division of Prisons; A. F. Sigmund, Chief of Program Services, Adult Probation and Parole; Jack Scism, Chairman of the Parole Board; Grady Davis, Member of the Parole Board, Lura Talley, State Representative of Cumberland County; Fred Morrison, Chairman, Inmate Grievance Committee; Robert E. Jones, former Superintendent of Polk Youth Center; Waylon B. Collins, now Superintendent of Sanford Advancement Center; J. J. Hurley, Correctional Programs Supervisor of Sanford Advancement Center; Lattie Baker, former superintendent of Central Youth Center; Ronald Inscoe, Superintendent of Triangle Correctional Center and his staff who deserve particular thanks for hosting the course three times and cooperating in the recent revival of the speakers' bureau including Rodney Benson, Programs Director, Peggy Laxton, Programs Assistant, Al. J. Hight, Chief of Security, and Captain Jerry Moore; former Superintendent of Women's Prison Morris Kea and his staff members, Lynn Oehling as Programs Director and Steven Kiefer as psychologist; Thomas Ivester, Superintendent of Sandhills Youth Center (and former Superintendent of Sanford Advancement Center when the program was conducted there) and his staff members, J. P. Smith, Director of Programs; Ron Becker, Director of Education and Vocational Programs, and Virgil Lanier, Programs Supervisor; to Louis Powell, presently superintendent of Women's Prison who helped to revive th speakers' bureau at Women's Prison and who supported the program through the years first when he was an instructor in the school at Polk, then principal of the school at Polk, subsequently assistant superintendent at Polk, and recently Superintendent of Triangle Correctional Center; Kent Walker, Julia Yearwood, and Pat Cooke of Contracts Administration of UNC-Chapel Hill; Allan W. Rodeheffer, Director, Title I, Health, Education & Welfare of 1965 for the University of North Carolina at Chapel Hill; and William G. LaPier and Doris Mahaffey of the U.N.C. Printing Department.

Paul D. Brandes and Michael Frazier
Chapel Hill, North Carolina
May, 1976

STUDENT HONOR ROLL

The follow students were active in teaching and/or planning the course at the times designated:

Fall,1969,Polk Youth Center
Bumgarner,Jill (Mrs.D.R.Heaton)
Fogler,Edward
Hedrick,Rick
Spence,David
Stevens,Barbara (Mrs.Wm.Harrison)

Spring,1970,Polk Youth Center
Alexander,Kelly
Brannock,William
Davison,John C.
Delany,James E.
Denton,Donald D.
Glazener,Chas. U.
Harkey,Catherine
Hill,Horace F.
King,Jennings
Mallonee,T.J.Jr.
Mayo,Stephanie
Reid,R. Ben
Riggs,Gergory
Tiernan,Michael

Spring,1971,Umstead Youth Center
Baucom,Donald C.
Crawford,Dennis
Epps,Richard J.Jr.
Ewing,Christine (Mrs.John Navin)
Vinson,Irwin L.

Summer,1971,Planning
Morris,Mrs.Leslie

Fall,1971,Sanford Advancement Center
Block,Norman E.
Brown,Charles R + Sum 73
Gordon,Vicky + Fall 72, Spr 73,Fall 73,Spr 74
Kemic,Marian Jean (Mrs. Gary Cheshire)
Lawrence,Lillie + Spr 73
McMahan,Michael K.

Fall,1972,Planning
Cobey,Gray Munroe + Spr 73
Vaughan,Don R + Spr 73,Fall 73,Spr 74

Spring,1973,Polk
Brindell,Walter + Fall 73
Brown,Thomas E. + Fall 73, Spr 74
Geddie,Phillip M. + Fall 73,Spr 74
Leake,Ann R. + Fall 73, Spr 74
Lloyd,Mary Jon + Fall 73, Spr 74
Lumpkin,Willie Lee
Phillips,Robert G.
Stockard,H.Jay + Fall 73, Spr 74
Streets,Dennis + Fall 73
Thompson,James F.
Thompson,Mark I. + Fall 73
Van Winkle,Steven R.

Fall,1973,Central Youth Center
Batts,Valerie + Spr 74
Bell,Janine Y + Spr 74, Fall 74
Brewington,Margaret + Spr 74,Fall 74
Clements,Joyce + Spr 74
Coleman,Karl + Fall 74
Forest,Phillip A.
Hughston,Don T.
Knight,William (Joe) + Spr 74,Fall 74,Spr 76
Lumpkin,J.Parker + Spr 74
Mask,Allen G.
McAffee,Reginald + Spr 74
Mills,Janet Lee
Mills,Janice L.
Pulley,George Etta
Scher,Lloyd + Spr 76
Smithwick,Larry
Swann,Sterling + Spr 74
Williams,Larry + Spr 74
Wilson,Wendy + Spr 74
Yarborough,Carolyn

Spring,1974,North Central Correctional Center
Bingham,Deborah + Fall 74
Debragga,Don E.
Drazan,Anthony + Fall 74, Spr 75,Spr 76
Cooper,E. Ann
Eagle,Ken
Elkins,A.(Butch) + Fall 74, Spr 75
Gage,Michael + Fall 74
Goodman, Ray H.
Hight,Henry W. (Chip)
Marbley,Algenon (Monty) + Fall 74
Mathison,Dave
Molden,Henry + Fall 74
Moore,Robert J.
Noell,Chas. E.
Speers,Richard A.
Welch,Wayne + Fall 74
West,Thomas R. + Fall 74, Spr 75
Whitley,Lynn
Williams,Marcus + Fall 74, Spr 75

Fall,1974,Triangle Correctional Center
Baer,Don + Spr 75
Boal,Marjorie + Spr 75
Boyer,Christine
Carney,Gloria + Spr 75, Spr 76
Carr,Kathryn + Spr 75
Davis, Anita
Davis,Russell + Spr 75
George,Jane + Spr 75
Gordon,Cecil C.
Isles,Gail
Justice,Blair + Spr 75
Lee,Leonard + Spr 75
Mendell,Stefanie
Meyer,Thomas E.
Morgan,Rita
Newbold,Margaret
Petty,Robert E.
Sibben,Mark
Temple,Thomas + Spr 75
Watts,Charles + Spr 75, Fall 75,Spr 76
Wynn,Robert L. + Spr 75

STUDENT HONOR ROLL (CONCLUDED)

Midterm,1974-75,Planning
Brashear,William K.

Spring,1975,N.C.Correctional Center for Women
Basnight,Bonita + Fall 75, Spr 76
Bever,Thomas
Caldwell,Lamar + Fall 75
Christopher,Marilyn
DeVore,Fred
Evans,Sidney (Skip) + Fall 75,Spr 76
Jett,Jarrel
Murchison,John Reid
Richmond,Joseph
Ross,Christopher
Shaw,Crista Cox
Shaw,James Ogie
Thacher,Carol
Timmons,Patricia + Fall 75
Turbyfill,Carolyn + Fall 75
Womack,J.Michael + Fall 75,Spr 76
Wood,Thomas M. + Fall 75,Spr 76

Fall,1975,Sandhills Youth Center
Blount,Sherri + Spr 76
Coleman,Nancy Jill + Spr 76
Crompton,Jeff
Crone,John W. + Spr 76
Egerton,Walter + Spr 76
Farr,Angela + Spr 76
Harry, Eric + Spr 76
Johnson,Sharon + Spr 76
Murray,Stephanie + Spr 76
Parks,Sheri + Spr 76
Timmons,Sandra + Spr 76
Townsend,John L.
Triplett,Glee Ann + Spr 76
Whisenant,William D.

Spring,1976,Triangle Correctinal Center
Bryan,Debora
Carlisle,Shirley
Cherry,Dianne
Dibble,Rochon
Doughtery,Martha
Fawcette,David
Foushee,Nancy
Johnson,Allen
McDaniel,Sabrena
Morrow,Desiree
Moyer,James
Ormsby,Martie
Paramore,Wally
Parker,Kathi
Price,Burton
Pruett,Laurie
Reid,Gergory
Sisk,Mary
Smith,Sharon
Speller,Steve
Swayze,Winona
Wellman,Thomas

ENCOUNTER #1

Mirroring Positive and Negative Communication Patterns Using Dyads (One-on-One)

BEHAVIORAL OBJECTIVES

1. to begin implanting positive channels of communication alongside the existing negative channels of communication by mirroring the negative back to the students so they can hear back their own negativism.

2. by rotating every fifteen to twenty minutes, to allow two or three instructors to start getting acquainted with two or three students as individuals.

INSTRUCTORS PLEASE NOTE: THIS IS NOT A BULL OR A RAP SESSION. Students have had these before and often hold them in contempt. Officials are also justifiably suspicious of rap and bull sessions. The session is conducted informally, but the attitude of the instructors toward the students needs to be firmly but indirectly established. If an instructor appears to be just chatting with a student, a facilitator for that session should switch the instructor, informing him/her during the switch to strengthen his/her approach.

PHYSICAL FACILITIES

a. sufficient space so that a student and an instructor can converse in some privacy. Instructors should be ingenious in providing privacy, but should not leave the designated space unless they clear with the facilitator. Women instructors may wish to wear slacks so they can sit on the floor, if necessary.

b. a place where refreshments may be served informally buffet-style. A specially designated committee of instructors should break open the refreshments about half way through the session. Instructors and students in pairs can wander over to serve themselves. This is a good opportunity for instructors to switch students by introducing themselves to another student and introducting the student to another instructor. Facilitators should be on the alert for students who accidentally get left stranded.

GENERAL ADVICE

I. No tape recorders (audio or video) or notes should be taken during these sessions. Instructors should record their comments on the session from memory afterwards. PRESSURE BY RESEARCHERS TO RECORD THE SESSIONS SHOULD BE STOUTLY RESISTED.

II. If an instructor is crowded by a person of the opposite sex (or vice versa), the facilitators for the session should move quickly but unobtrusively to switch instructors. This crowding is almost always unconsciously done, but it makes officials justifiably apprehensive. A prearranged distress signal by instructors to facilitators may be agreed upon.

III. If an instructor is talking one-on-one to an offender, unless the institution has a regulation, there can be no set rule as to whether an instructor should talk about the offense of the

offender. If an exchange of such information occurs, it should be accepted at that point for its face value. It may be that the offender is following a natural tendency of most of us to make the more traumatic parts of our lives either less intensive or more intensive than they actually were.

III. Instructors will need to expend more energy than students. They should not appear to be pushy, but they cannot just sit back and relax, waiting for things to happen. If the instructor is not progressing satisfactorily with his student, he should signal the facilitator and the cue will indicate a swap. An instructor should not expect to win all of his encounters. He will be suspect at the beginning. Time can make a lot of difference.

TIME SEQUENCE:

(1) The facilitators may wish to begin with an announcement that goes something like this:

> All of us in this course have had experiences that tell us that society is not going to help us out. Most of us have had to struggle hard for what we get. However, it may be that society in part shunts us off because we shunt it off. We are negative, so it is negative. All of us have to be in part negative because being negative helps to protect us from being hurt. So the instructors are not here to take your gripe sessions away from you. But we are here to try to help you to understand those gripe sessions better and to show you how being positive has just as many strengths, if not more, than being negative.
>
> Today we are going to pair up into twos (dyads)--one student and one instructor. The facilitators will let you talk for awhile, and then we will switch you around so you can get to know more than one person. The instructors will make an effort to mirror back to you some of your own thoughts. If this bugs you a little, that's OK. You'll get over it. Part of the object of these sessions is to get so you see yourself more clearly, and that's not always fun. But it does help in every way.
>
> So now we will ask each instructor to pair up with a student, and find a convenient place to talk. Because the room is crowded, you will have to sit close together so you can hear each other. Those of us who are facilitating this session will move around and be as helpful as we can.

(2) Instructors should approach a student quickly and say, "Let's us talk for a little while over here." Do not hold back until a facilitator has to tell you to pair up with a student.

(3) You may have to use some touch to guide the student to where you wish to talk. Hand on shoulder or arm is permissible to indicate the place you have chosen to talk. But keep physical contact brief.

(4) One of the ways for the instructor to begin the one-on-one conversation is to confess some of the negative ways the instructor has of communicating and talking about his/her attempts to add some positive methods alongside the negative ones. The shift should be made unobtrusively over to get the student to talk about his own negative and positive styles of communication.

(5) The facilitators will usually allow the instructors a little more than fifteen minutes to get a good conversation going. If, when the facilitator approaches to move you to another student, you feel that you are just about to the place of making an important point, you have the right to decline moving the first time. Only unusual circumstances would justifying your declining to meet another student the second time the facilitator asks.

(6) Instructors should not expect the one-on-one session to have a climax. It will not. When the facilitators say that it is time for the session to close in five or ten minutes, begin to wrap up your conversation, saying good-byes with vigor, shaking hands, but MOVE PROGRESSIVELY OUT.

(7) The key phrase in this exercise is the old stock expression, "What I hear you say is . . . " or "Do I hear you saying . . .?" You do not have to use this specific phraseology, but words to this effect should be used to mirror back to the student the type of communication he is using.

SIMULATED ENCOUNTER:

INSTRUCTOR: Hey George (everyone will have a name tag), let's you and me go somewhere we can talk a little. No, it's too crowded over there. Let's try back here.

(Student will probably remain silent during this maneuver.)

INSTRUCTOR: I thought I'd begin by talking to you about some of the ways that I communicative negatively and some of the ways I communicate positively. And then you can do the same for me. OK?

STUDENT: Well, I guess. Where are you from, anyway?

INSTRUCTOR: I'm a senior over at the university taking courses in chemistry. I've got this roommate who is always complaining about everything. According to him, his parents are no good, his classes are no good, his girl friend doesn't give a hoot about him, and on and on. Know the kind of guy I mean?

STUDENT: Yeah, we got some like that here.

INSTRUCTOR: Well, lately I've noticed that, when he starts to griping, I start griping too because I get sore at home. I start yelling at him. You know?

STUDENT: Uh uh.

INSTRUCTOR: But now, I'm determined I'm not going to let him get me down. So I've tried saying some positive things to him, like "Frank, you gripe too much. You've got some things pretty dern good, you know," but that only made him worse. So now I just keep on trying to keep myself positive.

STUDENT: Like how?

INSTRUCTOR: Well, for one thing. I don't argue with him. Second, when he starts on me, I say to myself, "Jim, ole buddy, here it comes again. You keep your cool, and remember that you are the one whose going to lose if he gets to you."

STUDENT: Does it help?

INSTRUCTOR: I'm going to give it a good try.

STUDENT: All the people around here gripe all the time.

INSTRUCTOR: Do you gripe a lot yourself?

STUDENT: Who me? No...well, I guess some, but I try not to.

INSTRUCTOR: Do I get the message that you're not sure you can keep yourself positive with all the griping going on around you?

STUDENT: Oh, I do OK.

INSTRUCTOR: How do you get along with the guards?

STUDENT: Oh, OK. I sort of let them alone and they let me alone.

INSTRUCTOR: Do I hear you saying that you sort of clam up around the guards?

STUDENT: Well, you see, it's this way. Some of the guys, well, they kinda like to butter up people, the guards included. Me, I'm not doing any of that stuff.

INSTRUCTOR: Good. That's being positive. You think enough of yourself not to apple polish. That takes a good self-image.

STUDENT: Oh, I do talk to them a little, at least to a couple.

INSTRUCTOR: Do you mean that you get along with some guards and not with others?

STUDENT: I guess so. That's this one guy on one shift. He's a pretty good guy. He and I talk some.

INSTRUCTOR: To change the subject a little, how do you and your family communicate? Me, I do OK, except with one of my sisters. I've got to work on that.

STUDENT: Me, I never did get along with my father. My mother, well, she and I talk some.

INSTRUCTOR: You write her letters as well as call here on the telephone?

STUDENT: Not really. Maybe a couple of times a year I write.

INSTRUCTOR: Does that mean you don't care about her, or that you care too much and are afraid she won't write back?

STUDENT: Well, that's a little personal, you know.

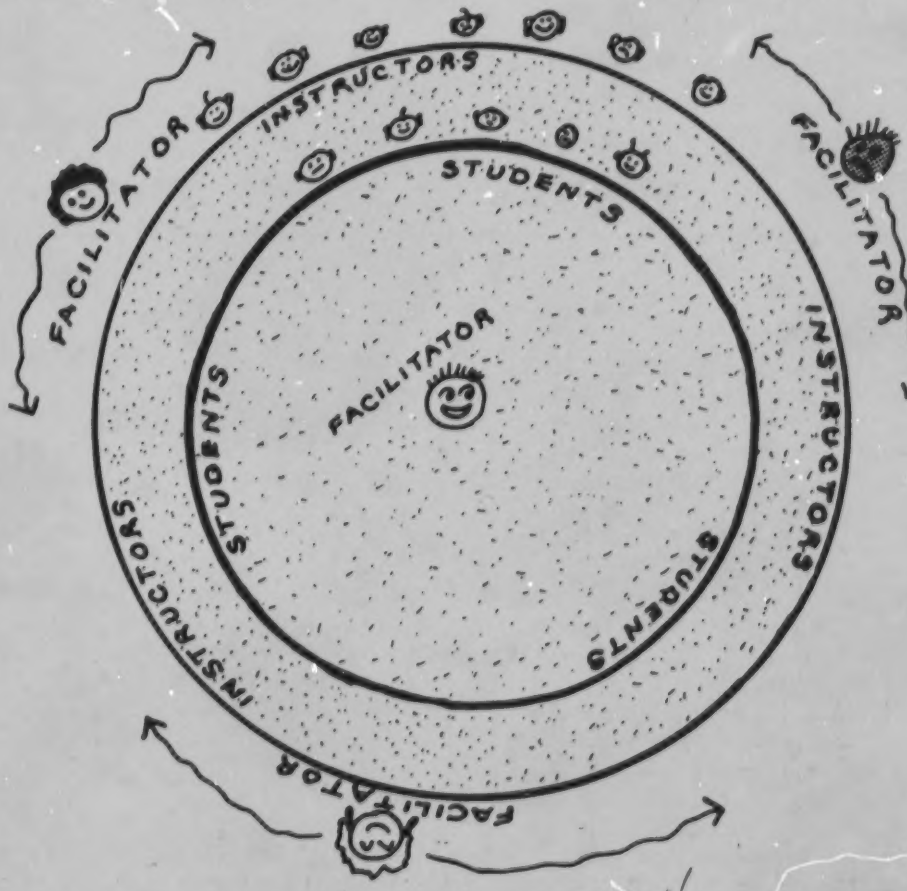
INSTRUCTOR: OK. Except sometimes people feel that way. I know that I'm that way about my sister. I would write to her more,

if I thought she would answer.

STUDENT: My family, well, they got to look out for themselves. I can't do much for them. All they want me to do is to send money anyway. I don't have any money to send them.

INSTRUCTOR: Do I hear you saying that you wish your family would pay you some attention, and since they won't, you're sore at them.

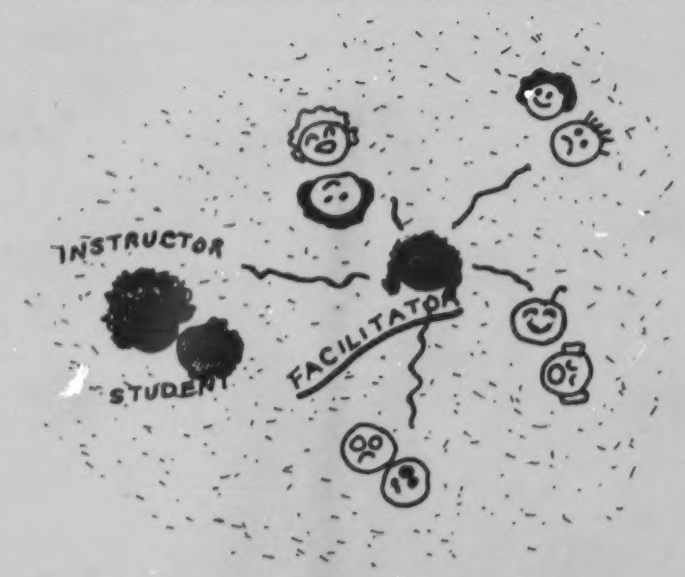
STUDENT: Look, it's this way. When I came here eighteen months ago . . .



OPENING SESSION

Instructors and students can sit in both the first and second rows of chairs, provided the seating is random, but it is better to keep the instructors encircling the students. The facilitators on the outside of the circle are moving quietly, to keep up a cross fire conversation with the facilitator making the announcement in the center of the circle.

Pairs of student and instructors scatter over the space provided, some sitting on the floor perhaps, others up on tables. The facilitator moves unobtrusively around his assigned area and swaps students and instructors, not only in his/her particular group but outside that group as well.



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EVALUATION: Instructors are asked to fill out the following two pages and submit them to the facilitators. Although you cannot take notes during the session, you can jot down your recollections during the trip back from the institutions and immediately after you return so that you can use as many of the exact words that transpired in the encounter as possible.

Meeting Behavioral Objective #1: Record a minimum of 3 instances in which you mirrored back to a student the negative or positive communication pattern he/she appeared to have been following, and record the response as shown below.

YOUR MIRRORING PHRASE	STUDENT'S RESPONSE	+ or - pattern
EXAMPLE: Do I hear you saying that you think it's tough to be - and soft to be +?	Yeah, well, in a way. I mean if you go around all the time being a winner, well, people think you're kinda stuck up.	-
#1		
#2		
#3		
#4		

NOTE: Typewritten responses requested.

Meeting Behavioral Objective #2: Note the names, some biographical data, and make a value judgment about the ratio of + and - communication that each student used

NAME OF STUDENT	BIOGRAPHICAL INFORMATION	PROGNOSIS: + or - or both
EXAMPLE: Enos Garcia	Age: 28 Work: Night officer Education: ???? (perhaps h.s.) Marital Status: divorced, 3 small children, showed me photographs Crime: didn't say, I didn't ask, said he hoped for parole in 6 mos.	may do OK in the sessions if he can come out of his shell; good vocabulary; can he speak Spanish? said he had little verbal contact with inmates (-) but spoke highly of his colleagues (+)
#1		
#2		
#3		

NOTE: Typewritten responses requested.

ENCOUNTER #2

Labeling Open and Closed Channels of Communication by Mapping Out How Communication Works in the Institution

BEHAVIORAL OBJECTIVES

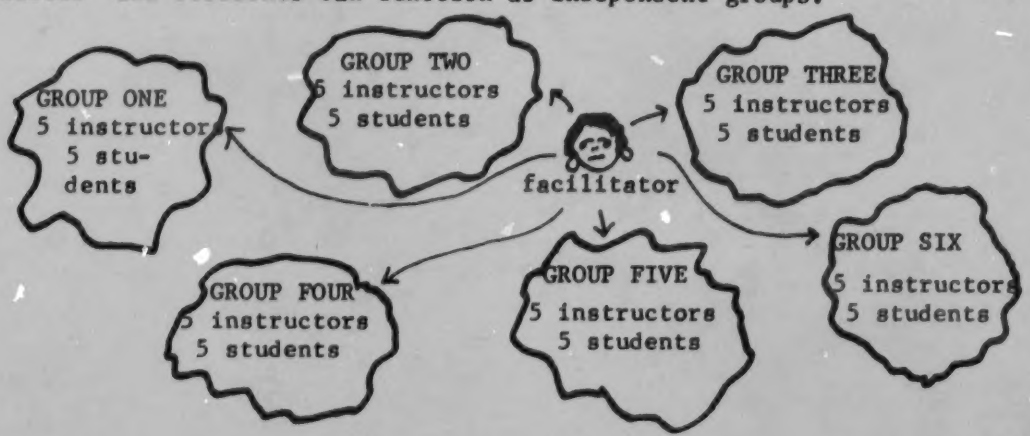
1. to see what are the channels of communication within the institution and with such outside agencies as the parole board, lawyers, churches, ombudsmen, and grievance committees with emphasis upon the following:
   OPEN and CLOSED channels of communication
   DIRECT and INDIRECT channels of communication

2. to identify what correspondence there is between what prison officials view as the operative channels of communication and what inmates view as the operative channels.

3. to inform the instructors how the system in the institution is operating so they can guide students into the positive channels open to them.

PHYSICAL FACILITIES

a. sufficient space so that 5 to 6 groups of combined instructors and residents can function as independent groups.



b. newsprint pads
c. several different colors of large tipped felt pens
d. chart stands, if possible

GENERAL ADVICE

I. Instructors should be seated alternately with students.

II. The instructor who is working on the diagram of the channels of communication will probably spend most of his/her time writing so that the other instructors must elicit the information from the students and feed it to the diagrammer.

III. The tendency in this session is for one or two students to dominate the discussion because they are "big operators" and think they know how things work. Try not to let this happen. If one or two students pull their chairs back and just watch, an instructor

should go over and sit by him, question him quietly about the channel of communication that is being discussed and slowly work him into the group.

III. Students should be encouraged to take the felt pens themselves and draw a given channel on the chart. The version of the chart does not stress neatness but completeness and accuracy.

IV. Of the 5 or 6 subgroups, one or two will go very well and one or two will go poorly, usually because of the presence or absence of one or two key students who lead or detract from the group.

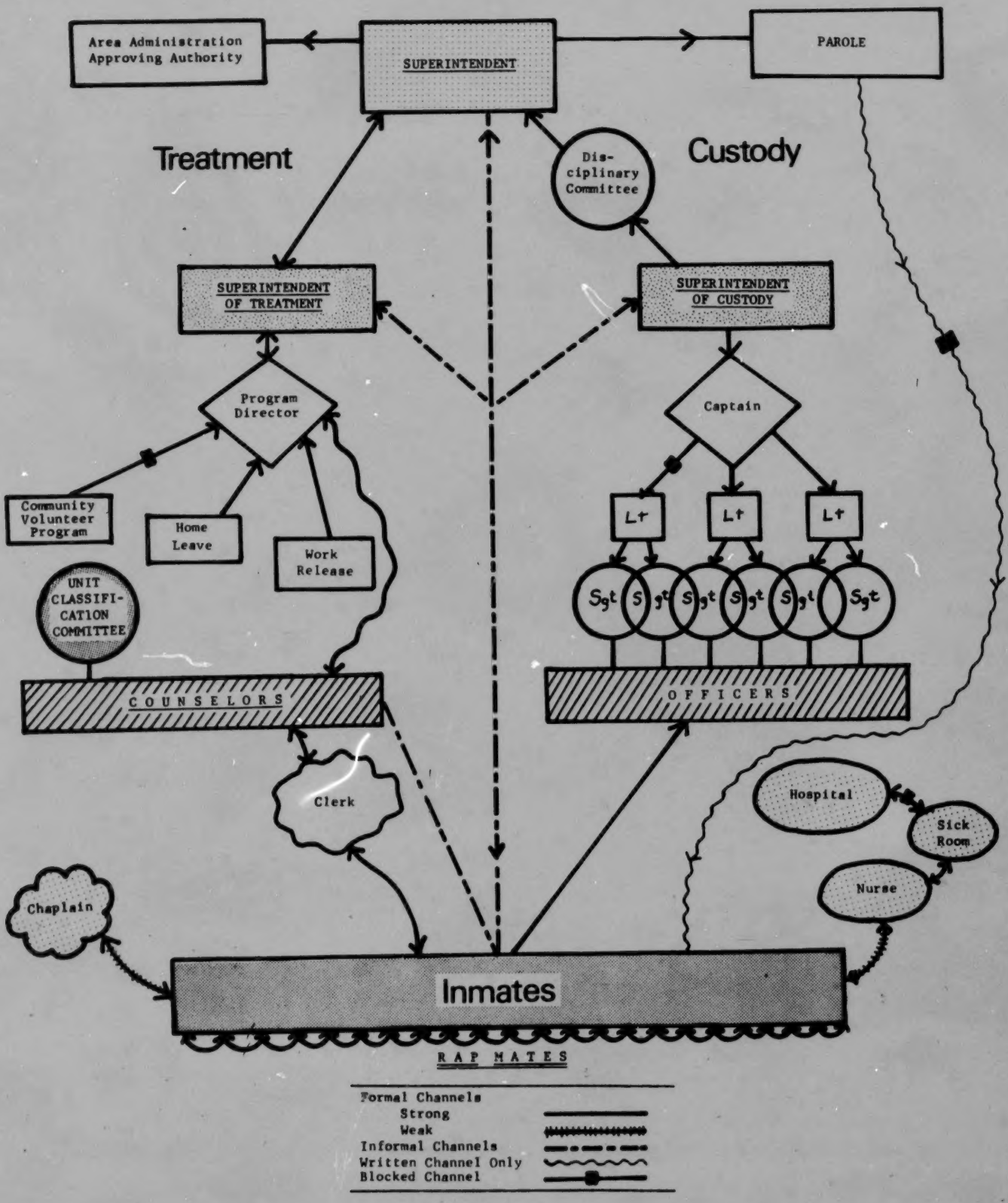
V. There may be some small side discussions going on between an instructor and a student to clarify a particular point. The facilitator(s) should tolerate these distractions, but instructors must keep down the noise level if they are working with an individual student on a one-to-one basis rather than as part of the small group. Sometimes a facilitator or an instructor should take one student off to one side and get his reactions individually. If the distraction becomes too great, the facilitator will have to find a solution.

TIME SEQUENCE

(1) The facilitators will outline to the assembled group of students and instructors the objectives of the session and how the small groups should proceed. Facilitators should display charts from previous sessions showing (a) the rough drafts produced from the first session; (b) the composite of those rough drafts prepared by the facilitators and amended by the students at a second session; and (c) the completed chart of the channels of communication of the institution and its outside contacts that is suitable for display at the institution if so desired. The final chart should be on very stiff posterboard, at least 3'/5' in size.

(2) Because the composition of the students may change somewhat from session to session, it is best if facilitators divide the instructors into 5 or 6 groups in advance, but students should be directed to groups informally on the spot. Otherwise, if the handout distributed by the facilitators includes not only the names of the instructors assigned to a group but also the names of the students, a lot of time is wasted.

(3) This encounter is usually carried out in small segments of 20 to 30 minutes spread out over 2 or 3 sessions. For most students, the fatigue factor sets in if the small groups last longer than one-half hour. The first segment produced a rough draft from each subgroup; the facilitators take these back to their headquarters and make up a composite, producing 5 to 6 copies for each subgroup for the following segment. These composites are shown to the same small groups for corrections and additions. Finally, facilitators make a composite model that is shown to students in the third segment. (NOTE: It is sometimes possible to have prison officials who are not participating in the session to draw up, with the aid or 2 or 3 instructors, a similar chart. Comparisons can then be made at the final segment between what the class established as the operative channels and what the officials established as



This model is an adaptation of the channels of communication operative at the Triangle Correctional center in Raleigh, N.C. However, the designation of strong and weak channels, informal channels, written channels only, and blocked channels were chosen at random for purposes of illustration.

11

the operative channels.)

METHODS OF APPROACH

(a) Get the small groups seated as closely together as possible with students alternated with instructors.
(b) Be certain that the chart being produced can be seen by all.
(c) Start building the chart with the students, sketching in their positions on the newsprint pad, and then work in and out to other facets of the institution.
(d) Be certain what those instructors leading the session are speaking loudly enough so that everyone can hear. If all 5 or 6 subgroups have to operate in the same room, the noise level can be high.

ANSWERS TO QUESTIONS THAT MAY ARISE AS THE SESSION PROGRESSES

(I) If a blocked channel becomes obvious, that channel can be so labeled on the model. However, the instructors in the course are not in a position to see to it that the channel is opened. The best approach is to explain who might get the channel opened and to clarify all possible reasons why it appears closed. If the blocked channel is between an inmate and a counselor, it might be wise to try the mirror effect: "Do I hear you saying that you treat the counselor just about the same way that the counselor treats you?"

(II) An informal channel breaks the chain of command. Indirect channels occur in all organizations. In prison units, people who use indirect channels may not wish to reveal their identify for fear they will close up. Furthermore, if their existence is pointed out blatantly to the superintendent, the superintendent may feel that he will have to close the informal channel. So draw out the informal channels adroitly.

(III) If students disagree on how a channel operates, that's great. Spend some time trying to elicit why the disagreement exists. If the two parties cannot come to an agreement, then put down both versions and let the facilitators see what shows up on the other charts. The disagreement may persist and show up on the final model.

(IV) Minority and majority groups may disagree on how channels operate. It may be wise for the facilitators to quietly arrange for one subgroup to contain only majority members and another subgroup to contain only minority members. In compiling, the facilitators should observe the charts produced by the homogeneous groups for trends.

EVALUATION

Meeting Behavioral Objective #1: Facilitators will furnish you a copy of the final draft of the chart showing the channels of communication in this institution, but it will have no labels on it. On the next page, either redraw the chart and add the labels or mount the one given you by the facilitators on the next page with a clear glue and add the labels. Use only ink or felt pen.

Meeting Behavioral Objective #2: If prison officials produced a separate model of the channels of communication, use page 14 to write a brief essay on what you consider to be the main differences between the way the channels are perceived by the officials and the way they are perceived by the inmates.

Follow the instructions on the preceding page for meeting behavioral objective #1.

Follow instructions on page 12 for meeting behavioral objective #2.

Meeting Behavioral Objective #3: Contrast what you find to be the ratio between the + and - channels of communication in this institution. When possible, suggestion solutions to the - channels and ways to emphasize the + channels.

+ or open channels	- or closed channels

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ENCOUNTER #3

Using Role Playing with Positive and Negative Solutions to Illustrate How Communication Barriers Are Formed and How Communication Barriers Can Be Solved

BEHAVIORAL OBJECTIVES

1. to encourage positive channels of communication by putting X in Y's place so that X understands better why Y communicates as he does
2. to build on this understanding so that X learns to break through the barriers to communication with Y by offering Y commications that Y can accept, without either X or Y giving up their honesty

DEFINITIONS

E. J. Thomas and B. J. Biddle in their essay, "The Nature and History of Role Theory" give in table form those who contributed to the information on which role theory emerged in the 1930's and the 1940's as a tool for use in therapy. J. L. Moreno used the terms "role" and "role playing" as early as 1934 and developed these concepts in his later publications.

Mark Chesler and Robert Fox pointed out in Role-Playing Methods in the Classroom that "role playing calls for a student's stepping outside the accustomed role that he plays in life, relinquishing his usual patterns of behavior in exchange for the role and patterns of another person." However, in not every role playing situation does everyone involved stop outside of himself. There are formats for role playing that involve some people being themselves while others play the life styles of others. A manual describing the place of role playing in psychotherapy listed five formats:

straight role playing: If two persons are involved, one plays himself while the second person plays the role of another:

EXAMPLE: George, an inmate, plays himself as he tries to get himself hospitalized in the institutional infirmary for a genuine stomach ailment. Frank, an M.D., plays the role of a prison physician who habitually does not listen to inmates about their ailments and often just issued them a set of pills to get rid of them. Here George, who has actually had a history of stomach problems, is straight role playing and would have a chance to hear how his words sounded to a hospital physician.

role reversal: George and Frank would exchange roles. George would imagine himself to be the prison physician and Frank would imagine himself to be an inmate seeking hospitalization for a stomach ailment.

alter ego format: This variation takes a minimum of three persons. George would play himself as the inmate with a genuine stomach ailment. Frank, an M.D. who is normally receptive to inmates with ailments again plays the role of the unsympathetic prison physician. Romero, a counselor, would express what he would imagine to be Frank's inner thoughts as he talks to George.

EXAMPLE:

George: Dr. Frank, I came to see you last week about this pain in my stomach and you gave me some pills,but they haven't helped.

Frank: Well, let's see here, George. I'll give you some of the red ones this time and we'll see if they help.

Romero: Here's a real goof-off, Nothing wrong with him!

George: I really think I need some X-rays. I think I got an ulcer.

Frank: Well, we'll see about that. You try these out for a week, and you'll feel better.

Romero: Guys like this drive me up the wall. What does he think this is anyway, a hotel!

A fourth person could be added, giving George an alter-ego also, saying such things as This guys a real quack. The only reason he's a prison doc is that he couldn't make it on the outside.

mirror technique: The feature of this format is that a person stands back and watches what happens when other people act as he/she does. George will stand back. Jerry will play George.

EXAMPLE:

Jerry: (George) Gee, doc, see, I got this pain in my gut, you know, and them pills didn't do no good.

Frank: Well's let's see here, George. I'll give you some of the red ones this time. They'll go the trick.

Now, to intensify matters even further, we will introduce Huang who will be George's alter ego and attempt to say what Huang thinks George would say if he were saying his thoughts outloud.

Huang: How can he sit over there and talk that garbage? Besides, Jerry doesn't sound like me, I don't come over like that, do I...or do I? I thought I spoke good English. Do I sound like that? That sounded pretty negative. Maybe I ought to be more positive.

The role playing could then be done again, with Jerry instructed by the facilitator to try to sound more positive to see if the prison physician would react more favorably and to find out if Huang would imagine George'e reaction somewhat differently. Of course, in the end, George has to comment himself. A good dialogue often results between Huang and George. George's use of English may not be all that "standard", but George has never heard himself before.

doubling: George and Frank stand back to back. George now talks outloud about his own feelings in the matter. Frank becomes George's alter ego and says what George may also be thinking about the matter but is hesitant to say.

EXAMPLE:

George: I really do have this stomach ailment. Why can't he see that?
Frank: I wonder if I'm saying it right.
George: Why in the hell do I have to say it right? He's a doc, isn't he? He's getting paid, and plenty!
Frank: I could be more interesting in bitching about the whole thing than getting my poor stomach looked after.
George: What the hell do you mean by that? I hurt, don't I?
Frank: Sure, I hurt. I hurt. But I'm also angry.
George: OK. OK. I'm angry. So what?
Frank: So you come over as a slob. Why don't you think enough of yourself to come over positive?
George: Who wants to come over positive?
Frank: It's a cinch you don't.

This lesson will feature mainly the second format, role reversal. It will also feature "free role playing" in contrast to "script role playing." Students will be asked to make up their comments as they go along. Script role playing can be used (1) where students are not sophisticated to see themselves well enough to start with and need some help to get started and (2) where students need to grasp concepts that are foreign to their own past experiences.

PHYSICAL FACILITIES

a. one large area where students and instructors can assemble for an explanation of the session and a couple of demonstrations by the facilitators of role reversal
b. areas where small groups of 10 (4-5 instructors and 4-5 students) can work together in relative independence, but no so far removed from each other that facilitators cannot move easily from small group to small group
c. felt pens, large pieces of white paper, and pins so that, if necessary, the roles that people are playing can be pinned on them. Some classes need this emphasis to identification to accelerate the role playing process whereas others do not; some small groups within one class need the identification whereas other small groups may not. But it is best to have the materials available so the facilitators can recommend them if they are needed.

GENERAL ADVICE

I. Students know the communication problems in the institution better than the instructors. Therefore, if at all possible, suggestions for role playing situations should come from the student. The students may respond well if the instructors begin the role playing in the small groups, with students replacing instructors as quickly as possible.

II. Monitor the degree to which negative communications are reinforced with laughter and applause. If such positive feedback to negative communication becomes too great, instructors should call attention to what is happening and ask students why the reaction has oc-

curred.

III. Instructors may wish to give the more shy members of the small groups minor roles in the beginning skits.

IV. Occasionally a ringleader will not want to participate in the small groups, waiting to see how other people stick out their necks. Instructors should consider this a challenge to try to get him into the act. If he repeatedly refuses, one possible solution is to slowly pivot the group away from him until he is screened out and no one is paying any attention to him.

V. If the skits necessitate loud talking and some physical contact, instructors should be aware that this may disturb some officials who are not involved in the class. Keep boisterousness down to what is essential.

TIME SEQUENCE

(1) Facilitators, using the cross-fire technique for establishing group dynamics, explain a brief handout that clarifies these terms:

empathy....the ability to put yourself in another's place

role playing....taking a good look at yourself by using empathy to see how others see you, and even how you see yourself

role reversal....that format for role playing that let's you act out how somebody else operates, while somebody else acts out how you operate

role switching...swapping roles back and forth so that you can first get the feeling of being one person, and then get the feeling of being another person

(2) Two facilitators get in the middle of the double circle and present a skit involving role reversal. The other facilitators chosen for that session circulate around the edges of the double circle, interrupting from time to time to ask the role players a question about why they are behaving as they are. Here are some suggested subjects for the facilitators to role play:

The secretary's purse is missing, and she goes into the boss to accuse an inmate employed there on work release of taking her money. Skit should be done first with the inmate reacting negatively and defensively to the charge ("Sure, I knew when I came here to work everyone was going to pick on me") followed by the inmate reacting positively to the charge ("Sure, Miss Pickett, I can understand why you would think I took it. I'm the inmate working here. But I just didn't take it. So let's get together and see if we can figure out who did.")

parolee applies to the boss for a promotion; secretary is consistently rude; boss responds negatively when the parolee is negative, responds positively when the parolee is positive

inmate is upset because his sister is dating a parolee who used to be in the same institution where he is, and, when she comes to see him on Sunday, he confronts her with his feelings

counselor protests to the warden that her case load is too heavy; warden responds negatively by saying that the whole thing is out of his hands, then responds positively by adding a part-time secretary and assigning an additional inmate to her working staff

(3) Facilitators then divide the group into small sections of ten. Again, which instructors go to which group can be planned in advance, but each group of instructors should recruit an equal number of students on the spot.

(4) Each subset of instructors should demonstrate the concepts again in the small groups, starting off the skits themselves and then slowly working the students into the role playing. An initial conference can be held at which all members of the subgroup agree on the theme they want to demonstrate, or the subgroup can be further divided into sections and each section can do its own role playing before the small group.

(5) Instructors should reward student demonstrations with verbal and nonverbal cues. WATCH FOR CHANCES TO CONTRAST POSITIVE AND NEGATIVE COMMUNICATION.

(6) After giving each subgroup a warning, facilitators should reassemble the entire class and have each subgroup put on its best demonstration of role playing before the assembly. Feedback again should be demonstrative. The session should end with instructors congratulating the students on their successes and encouraging them to think about what has happened to them before the next session takes place.

SIMULATED ENCOUNTER

Fac. 1: We have tried to point out some of the + ways that people communicate and some of the - ways.

Fac. 3: So far, you have been revealing largely things about yourself and the way you act.

Fac. 2: Now you are going to try to put yourself in the place of others and try communicating positively and negatively the way they might do.

Fac. 3: Here's a handout with some terms on it we're going to be working with. We facilitators are all going to take turns explaining them.

(explanations transpire: Facilitators #4 and #5 who are circulating around the outside of the double circle ask questions to the facilitators in the center to get the cross-fire group dynamics going.)

Fac. 1: If these definitions still aren't clear, they will probably be cleared up by the demonstrations we are now going to give.

Fac. 2:We've chosen a situation, and we're going to do it first stressing negative channels of communication and then stressing positive channels.

Fac. 3: And we're going to rotate roles, so you can see how you can get the feeling of how all the people in the situation feel.

(The facilitators pin signs on themselves, perhaps using a few props like a steno pad, a telephone, etc., and demonstrate role reversal and role switching.)

Fac. 1: Now that you've got the idea, we're going to divide into small groups and let each group do two or three situations. Then we'll reassemble and let each group do its best skit for everybody. If you want to, you can appoint a student to critique each skit and point out the positive and negative communication patterns that took place.

(small groups are observed by facilitators who rotate to watch for trouble spots. If one group is going slowly, a facilitator may join it to help it out.

Facs. 1, 2 & 3: About five more minutes, and we're going to go back into the large group. Pick which of your skits you want to do before the class. Be sure to do it with both positive and negative communication patterns.

(instructors in the small groups clarify what skit their group is to do)

Fac.1: Ok, let's get back into one big session.

Fac.3: Now which group wants to be first?

Fac.2: How about the group that did the skit about the parole board? Why don't you go first?

(after each skit, reinforcement is offered verbally and nonverbally; however, watch how much negative reinforcement takes places for the skits that make negative communication pay off)

Fac. 1: It's time to quit. What we want you to do between now and the next session is for you to try to put yourself in the place of someone and see if you can solve your communication problem with him a little easier by putting yourself in his shoes. We'll take a few minutes at the beginning of the next session to talk about that.

EVALUATION 1. to meet the first behavioral objective, use the next page to describe one instance during this week that you had put yourself in the place of the person you were communicating with and explain how this helped you with your communicating

2. to meet the second behavioral objective, describe three of the skits that took place at the last session that had a negative outcome. Then for each, suggest one or two ways that the encounter could have emerged with a positive outcome.

INSTRUCTOR'S REACTION TO MEETING THE BEHAVIORAL OBJECTIVES OF ROLE THEORY

1. Describe below one instance that occurred during this past week, after you acted as an instructor in the role theory session, in which, during a communication interchange, you attempted to put yourself into the other person's place so you could understand him/her better. Describe how this empathic reaction on your part helped to facilitate the communication.

DESCRIPTION OF THE COMMUNICATION SITUATION WHERE YOU APPLIED ROLE THEORY	YOUR INTERNAL REACTION TO TRYING TO IMPROVE + COMMUNICATION

2. Describe 3 skits that took place at the role theory session that had a negative communication pattern. Then suggest one or two ways that the encounter could have emerged with a + outcome.

DESCRIPTION OF SKIT #1	Positive Resolution A: Positive Resolution B:

DESCRIPTION OF SKIT #2	Positive Resolution A: Positive Resolution B:
DESCRIPTION OF SKIT #3	Positive Resolution A: Positive Resolution B:

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ENCOUNTER #4

Improving Self-Image by TA: How Positive Communication Can Be Achieved Using the Adult-to-Adult Transaction with Persons Playing I'M OK; YOU'RE OK

BEHAVIORAL OBJECTIVES

1. to contrast the effectiveness of negative and positive channels of communication by contrasting the I'M OK; YOU'RE OK + life position with the three - life positions

2. to enable students to identify parallel transactions (e.g., adult-to-adult, a positive communication) with crossed transactions (e.g., adult-to-child, frequently a negative communication)

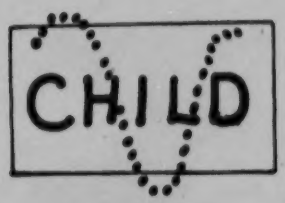
3. to apply the knowledge of these concepts toward building a more positive self-image for both students and instructors

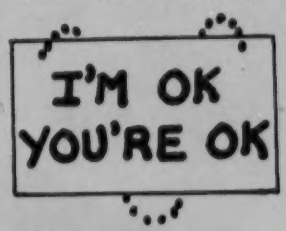
PHYSICAL FACILITIES

a. one large area where an assembly of students and instructors can be held

b. areas where small groups of 10 (5 instructors and 5 students) can work in relative independence, but not so scattered so that the facilitators cannot move easily from small group to small group

c. six sets of life-position cards and six sets of child-adult-parent cards that can be hung around the necks of students and instructors, one set for each small group. The placards should be constructed of stiff cardboard with the kind of metal linking chain commonly found in key rings to act as necklaces. The necklaces should be large enough to be put over the hair without difficulty but small enough so that the cardboard hangs chest high where it can be seen without difficulty.





d. refreshments should be served informally at any time after the session is halfway through. Each small group leader should decide when the attention span has deteriorated sufficiently to require a change of stimuli.

GENERAL ADVICE

I. The four life positions and the concept of parallel vs. crossed transactions are sophisticated concepts. They take time to mature inside of a person. Some students catch on very quickly; others are slower to respond. If students express bewilderment, work hard for clarification but remember that the light may not dawn until toward the conclusion of the course.

II. Not only are the ideas sophisticated, but they invade our privacy and force us to look at ourselves and the many times that we have been communicating negatively. Noise from students is bound

to occur and can take any of the following forms:

know-it-all (I've had TA before; it's old stuff to me!)
sure, I see what you mean, but what good will it do me?
are you kidding? Do you expect me to get up there and...
broad grin and/or laughter
etc.

The exercises set up dissonance, in that the participants must either try harder to communicate positively, or they must accept the fact that they are pretty negative in the way they are now communicating. In an effort to reckon with this internal discord, they have got to give somebody trouble and hence the noise.

III. If students poke fun at the types of situations that the instructors use in the large and small groups to demonstrate life positions and transactions, the students can often be motivated to take over the session themselves, in an effort to set the instructors straight on telling it like it is. So a lack of knowledge on the part of the instructors on just how transactions occur in encounters in a given institution is not altogether a disadvantage.

TIME SEQUENCE

(1) Facilitators, in a cross fire manner, explain a brief handout that includes a clarification of these terms:

life position	parallel transaction (usually +)
I'm OK; You're Not OK	crossed transaction (usually -
I'm OK; You're OK	I'm Not OK; You're Not OK
I'm Not OK; You're OK	noise and its types

(2) With some facilitators in the middle of the double circle with the placards around their necks and with other facilitators circulating around the outskirts of the double circle, firing questions in at the facilitators in the middle of the circle, facilitators demonstrate both the idea of life positions and the concept of parallel versus crossed transactions. College students are often successful with these situations:

a roommate who has received a Dean John letter
parents who arrive unexpectedly on campus to find their daugher's boyfriend studying away in her room
college student home for the weekend driving his parents down to the shopping center and trying to communicate positively with them while they criticize his/her driving

Facilitators should rotate both life positions and child-adult-parent status, sometimes right in the middle of a skit, to illustrate very clearly that all of us have these concepts within us and that we have the power to choose whether we will be positive or negative.

(3) Facilitators should make clear that the I'M OK; YOU'RE OK life position and the adult-to-adult transactions can be gutty affairs. Facilitators in their illustrations should be forceful, direct, and even insistent in these concepts, even to mixing in a little parent with the adult, but, of course, pointing out when this occurs.

(4) Facilitators then divide the large group into small groups of ten as directed in the previous lessons.

(5) Again, in each subgroup, instructors demonstrate again the life positions and the transactions that have been demonstrated in the large group, help students to choose suitable subjects for their own demonstrations, and then have the demonstrations given before the small group, with appropriate feedback.

(6) Facilitators, after warning each subgroup, reassemble everyone so that each subgroup can put on a demonstration of either or both processes, depending upon how much time is available.

METHODS OF APPROACH

(a) An instructor in the small groups may begin by saying how hard he/she has found it to keep positive, that negativism so easily creeps in, but that, because of TA, there is at least hope of knowing when you are negative and the possibility of turning that negative communication into a positive one.

(b) The instructor may want to demonstrate how he/she communicated negatively during the past week and ask for suggestions as to how the communication could have been more positive.

(c) Instructors should be prepared to interrupt students...

to point out when communications get crossed
to remind a student that he has slipped out of the life position he has been asked to demonstrate
to inquire why the negative aspects of communication are given more appluase and laughter from the group than are the positive aspects of communication

(d) Instructors should relate the + communications to concrete challenges that students will confront in job interviews, being internally happy individuals, enjoying their work, etc.

(e) Instructors may wish to ask what is the difference between <u>pretending</u> to be + and actually improving one's life image by being +.

(f) Tie in the TA session with the three previous sessions. Point out that, if a communicator keeps feeding childlike, I'M NOT OK communications into a system, the channels of communication get clogged, but that no one like an instructor is around to mirror back those negative communications in a one-on-one situation or to reveal them during a role playing session. So each student will have to learn to monitor himself much more effectively than he has in the past.

SIMULATED ENCOUNTER

Fac.1: In our first session, we tried to mirror back to you when you were communicating positively and when negatively. Then we mapped out the channels of communication so you could see where communications--positive or negative--could be processed. Then we gave your instruction on role playing to try to help you understand better why others communicate as they do. Now we want to get your help in working on your own self-image, trying to make it more + and less -.

Fac. 2: Of course, we've been talking about our self-images all along.

Fac. 3: In role playing, for example, if you understand why someone talks to you the way he/she does, you've got to realize better why you fed him the words that helped him to respond as he did.

Fac. 2: But this session will concentrate on us in particular.

Fac. 1: Here's a handout with some terms we're going to be using. We facilitators will take turns explaining them to you. If you don't understand them at first, that's OK. Give yourself some time for them to sink in.

Fac. 2: I'll start off. What do we mean by <u>life position</u>? Well, basically, that's the point of view we take toward the whole world and everything we come into contact with.

Fac. 3: If my <u>life position</u> is I'M OK; YOU'RE OK, this means my self-image about myself is + and my image of you is + as well.

Fac. 1: The person who takes the I'M OK; YOU'RE OK position thinks he can get the job done well and so can you.

Fac. 3: No put downs.

Fac. 2: The person who takes that + life position knows things can be rough but he feels you can handle it and so can he.

Fac. 3: Now the other three life positions on this chart here are all negative. They are all destructive.

etc.

Fac. 2: Now that we've given you a quick look at the life positions, let's take a look at this second chart that talks about transactions.

Fac. 1: The <u>Child</u> looks at things from an emotional point of view.

Fac. 3: And that's not always bad. Sometimes it is good for all of us to behave as children.

Fac. 2: But not all the time. That's when the trouble starts. Some people are always children and never grow up. And they want to push you out of the adult position into either being a child with them or being a parent.

Fac. 1: We act like children when we play basketball, cards,usually when we watch TV....things that help us to get our feelings out.

Fac. 3: But when it comes to solving life's major problems, we want to move up here on the chart and act as adults. The <u>Adult</u> is relatively unemotional. The <u>Adult</u> processes facts. He tries to look at life just as it is, without a lot of artificial clouds getting in his way.

Fac. 2: He tries to play I'M OK; YOU'RE OK. He sees what's got to be done, and he gets busy and does it.

Fac. 3: The <u>Parent</u>, on the other hand, is authoritarian.

Fac. 1: And again, that's not always bad.

Fac. 2: No, sometimes people need to be told to do something and shut up about it.

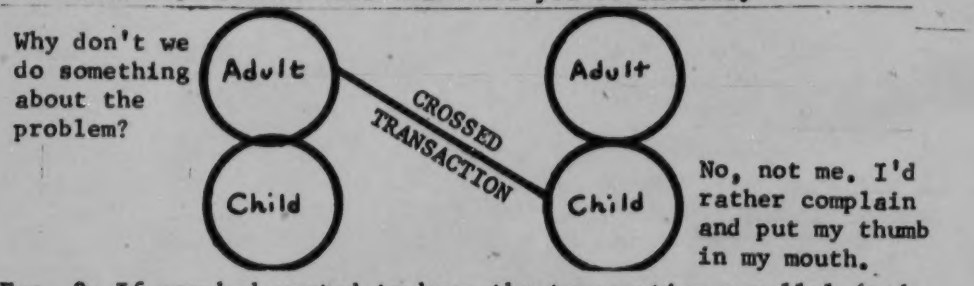
Fac. 1: But most times that isn't so good. The Parent tends to solve his problems by force and not by looking at the facts or processing data.

Fac. 3: The Parent can make you feel worse because he doesn't allow you to reason with him, causing you to take an I'M NOT OK position.

Fac. 2: So if we're talking about getting a community volunteer for somebody and I say to you, "Let's write to a couple of churches to see if we can get a community volunteer," I'm acting like an adult. I've got a problem. I need a volunteer. I'm going to write.

Fac. 1: Not that you're always going to win if you take the part of the Adult, but you've got a lot more chance than if you act like a Child or a Parent...that is, in most situations.

Fac. 3: But if you respond by becoming the Child and say, "Oh, things never work out for me. Besides I can't write a good letter. Not even my mother loves me," than you've crossed the transaction with me, because I'm trying to act like an adult but you're acting like a child. See on this chart how you've shifted.



Fac. 2: If you had wanted to keep the transaction parallel (and therefore communicated positively), you could have said, "OK. Let's get the phone directory and pick out six or seven."

Fac. 3: And I could have said, "I'll share the cost of the stamps with you."

Fac. 1: Direct or parallel transactions go Parent-to-Parent; Adult-to-Adult, and Child-to-Child.

Fac. 2: Crossed transactions stop constructive communication and break the channels. If I'm enjoying acting like a child and enjoying a good western on TV and you break in by approaching me as an adult and say, "Let's analyze why you like westerns, George," that's a drag.

Fac. 1: And on the community volunteer deal, I could act the Parent by saying, "Huh, you think that's going to get you anywhere. I've already done that and nothing happens. You cut out all that nonsense and back over there and play basketball. That's all you're good for anyway."

Fac.3: Now we're going to demonstrate to you both the four life positions and the Child-Adult-Parent.

Fac.1: This is similar to role playing, except that the emphasis here is upon understanding yourself more than it is understanding others.

Fac.2: There are types of role playing that stress self-understanding, but we are now going to use them in these sessions.

Fac.3: Now watch for the + and - communication patterns.

(Facilitators do skits.)

Fac.3: Now we hope you're beginning to get the idea. So we'll break up into small groups, and each group can work on contrasting the + and - channels.

Fac. 2: The instructors know what groups they belong in, so the students can just join any group they wish, as long as there are about the same numbers in each group.

Fac. 1: Then, at the end, we'll come back and each small group will put on a skit for the whole class.

During the small groups, the facilitators move quietly around, insuring that instructors and students are not bunched up and that no one is pulling too far out of his group. If one group is having trouble getting started, a facilitator may wish to join it temporarily to give it a boost.

About half way through the small group work, a subgroup may want to take a break and go over for the light refreshments, or, if it's clicking and doesn't want to slow down, a member of the group can bring over the refreshments to them.

Facilitators will want to give each subgroup a five minute warning before it calls for the subgroups to break up.

Fac. 2: Now we're going to let each group demonstrate. Jim's group has said it wants to go first. Are you going to do I'M OK or Child-Adult-Parent?

Jim: Child-Adult-Parent.

Fac.3: Let's watch for when the communications are + and when they are -. Let's give each group a round of applause when they finish because it's tough getting up there and letting everyone see you. And don't forget to role switch.

EVALUATION Use the next two pages to evaluate what happened in the session.

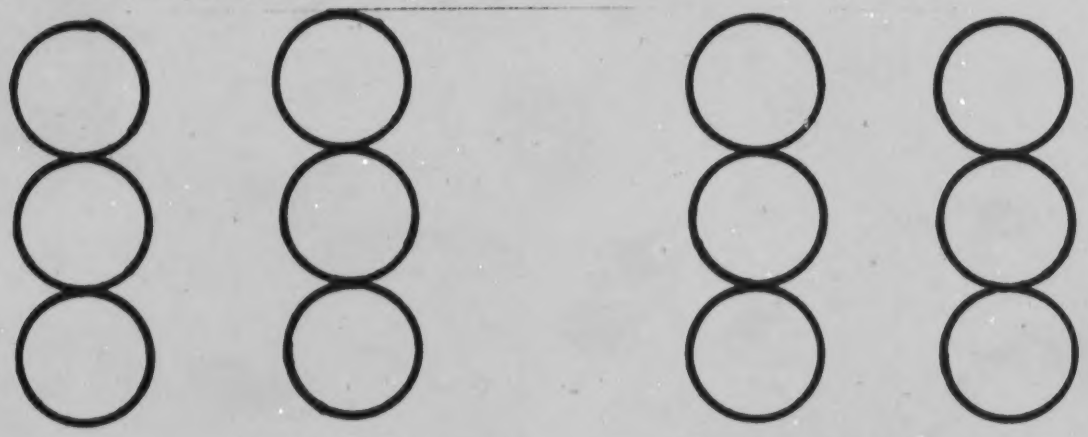
MEETING BEHAVIORAL OBJECTIVE #1

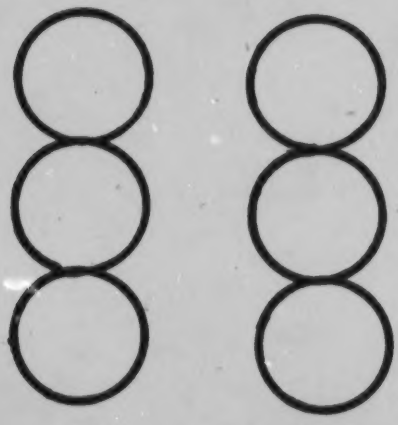
Give two situations from your own experience last week in which you played one of the three negative life positions. Then, in the column on the right, explain what you might have done to have stayed in the I'M OK; YOU'RE OK spot.

THREE NEGATIVE LIFE POSITIONS pertaining to you	pertaining to X	POSITIVE LIFE POSITION pertaining to you	pert. to X
EXAMPLE: I'm cultured. I know how to pick out the good TV shows.	But those other slobs, all they want to look at is junk...westerns, soaps, all that crap.	I like to watch a different kind of show than lots of other people, and why not?	But I guess the other people got a right to watch what they like. Maybe if I watched a western, I just might like it.
I'M OK; YOU'RE NOT OK			
I'M NOT OK; YOU'RE NOT OK			
I'M NOT OK; YOU'RE OK			

MEETING BEHAVIORAL OBJECTIVE #2

Diagram three crossed transactions that you have had with students during the previous sessions of the course. At least one of these should put you in other than the adult position.





MEETING BEHAVIORAL OBJECTIVE #3

Take any one of the students in the course as your subject, and discuss how you think the application of I'M OK and Child-Adult-Parent could help him built a more positive self-image.

I'M OK	Child-Adult-Parent

ENCOUNTER #5 *

Avoiding the Negative Payoff of the Psychological Game: Achieving Positive Communication through Stroking

BEHAVIORAL OB ECTIVES
1. to teach students the theory of 8 games that lead to a negative payoff

2. to show students the difficult process of spinning out of the negative pattern of the game to a positive communication system

DEFINITIONS

the procedure: performing a task, such as piloting an airplane, baking a cake, or solving a mathematics problem

the ritual: a routine sequence of very elementary transactions governed largely by social conventions, such as "Hello-Goodbye"; "Have a nice weekend!"; and "Terrible weather, isn't it?" Almost no emotional input. Lots of time the people in a ritual are not aware of what they are saying.

the operation: you need some reassurance; you get it; you are thankful for it. For example, you are worried because you have not had a letter from your sister. You ask your mother to get your sister to call you. She calls you and tells you she is OK. You are satisfied and grateful and feel relieved. You thank her for calling.

the game: you need some reassurance, but you would rather fail than accept the reassurance; so when you ask for reassurance, there is always an ulterior motive that somehow works to the detriment of the person who tries to give you the reassurance. For example, you are worried because you have not had a letter from your sister, but you're so interested in proving that people are no good and don't like you that, when your sister follows your mother's instructions and calls, you jump all over her for not calling before, and end up slamming down the telephone. Your real ulterior motive was to prove to yourself all over again that your sister and everyone else are lined up against you. Games follow well-defined patterns that end up putting down the giver of reassurance and giving you the negative payoff that the world is no good.

DESCRIPTIONS OF EIGHT TYPES OF GAMES

IF IT WEREN'T FOR YOU: X makes a transaction from which he profits. When he gets the profit, he denies that it is what he wanted.
EXAMPLE: Wife marries a strong man because she says she wants someone who can look after her. When the husband tries looking after her, she screams women's lib and sues for divorce.

- wife's ulterior motive: she wanted to prove that marriage is a mess and won't work
- well-defined pattern: wife asks for something, when she gets it, she always replies that "if it weren't for you," she could have had a successful career as a model
- negative payoff: wife gets the secret satisfaction of seeing life fail again and marriage in particular fail

* See Appendix Two for a model integrating the I'M OK, Games, and Scripts concepts.

KICK ME: X wants to prove that everyone always picks on him, even though he says just the opposite, so X goes around with a plain invitation written all over him for Y to kick him. When Y kicks, X has proved his point and says: "Why is everyone always picking on me?"

EXAMPLE: X is short and would like reassurance that being short doesn't make that much difference, but he's been hurt so often by being short and/or has convinced himself that being short is at the root of all of his problems that he can't accept reassurance. Therefore, X snivels all the time and asks girls for dates that he's pretty sure won't accept. When they turn him down and kick him, that's the negative payoff he wants, so he can go on sniveling.

COPS & ROBBERS: This is a cousin to the game called HIDE & SEEK. The child wants to be found (wants to fail) for being found will prove to the child that he can't succeed. Therefore the child does not hide himself very well. When he's found, his negative payoff is that there is no way for him to make it.

EXAMPLE: Raphael has a life case history of failure. Finally he ends up in prison. After a rough period of adjustment, he does well, gets on study release. Three weeks before he is to be released on parole where he can continue his education, he breaks out of prison and robs three liquor stores so he is certain to be caught. Failure is his business. He couldn't stand the thought that he might succeed. That would cause him to change everything.

WHY DON'T YOU--YES BUT: X has a problem. There was a time when he really wanted a solution to the problem, but that day has past. Now he wants the satisfaction that no one will help him solve his problem. So, when X brings up his problem and Y says, "Why don't you..." X always replies, "Yes, but..."

EXAMPLE: Doris has a problem with her complexion. Once she wanted to clear up her skin, but now it serves as a vehicle for her repeated failures. So whenever she asks for advice about what to do to help her skin, she always replies, "Well, yes, I could give up chocolate. But my job requires that I use up a lot of energy. Cokes? Well, yes, I could give up cokes, I guess, but they seem to make my stomach feel better. I'd probably get sick if I gave them up."

NOW I'VE GOT YOU, YOU SOB: X has a problem caused by Y, but X is more interested in rubbing it in that Y is causing the difficulty than he is in solving the problem. X wants to keep the problem around for his negative payoff so he can say that things won't work.

EXAMPLE: Professor X has a problem with student Y because Y won't get his assignments in on time. Y reports to X's office and suggests a plan whereby he be penalized so much for every day he is late with his work. But Professor X is so busy yelling at Y about being late with his work that he will never get to talking about the solution. X wants to keep on going around complaining about how bad his students are -- so he can blaim poor students for his teaching failures.

LOOK HOW HARD: This game is often classified as a drug game, and generally involves a third person. X sets it up for Y to act negatively; when Y acts negatively, X says to Z, "Look how hard I've tried to keep Y from acting negatively."

EXAMPLE: X says that he would like Y to lose some weight, but when they eat together, X sets up Y to eat rich food. X piles his own plate high with food and all the fattening stuff too. Y of course loses his willpower and does the same. So later on that evening, X says to Z: "Look how hard I've tried to get Y to lose weight. Nothing I do does any good. Y's just nothing but a fat slob." X gets the satisfaction of his negative payoff. Nothing works. Furthermore, X probably doesn't really want Y to get slim because then Y would be more of a rival to X.

RESCUER: The "therapist" in this game loses his cool and becomes emotionally involved with his "patient" who victimizes him. The payoff for the "patient" is to get the "therapist" so emotionally upset that the therapy can't work so the "patient" can go on doing as he always has done. Both professional therapists and amateur therapists can get involved in this game.

EXAMPLE: An alcoholic, the "patient," phones his relative, the "therapist" saying that the alcoholic is going to commit suicide. The relative panics, calls the rescue squad, and, when the whole thing is over, takes the alcoholic out to dinner to talk over the problem, and the two of them have a bottle of beer. The alcoholic sees that he can still call the shots by drinking, and that the relative is no smarter than any of the other people who have tried to make him stop drinking. So he continues to drink.

PATSY: This game is also frequently played by alcoholics and drug users. At one time, the drug user wanted to get off drugs. But not anymore. Now all he wants to do is to manipulate the Patsy so he can get enough money to get some more drugs.

EXAMPLE: Pete is pretty desperate for more drug money. He has manipulated everybody but an old aunt whom he hasn't seen for years. So he goes to see her, tells her he knows she has heard the rumors about his being on drugs but he has quit and needs some money until he can get a job. She falls for the story, gives him the money, and he gets himself a fix. The negative payoff again is that there is no way out of the drug habit and people are all fools.

SCRIPTS AND DECISIONS

A script is written by a child, often between the ages of 6 and 16, when a problem arises that the child lacks adequate information to answer directly. In order to fend off the problem, the child adopts a script that permits him to make the problem go away.

EXAMPLE: Divorce occurs when the child is 10. The mother and father have argued violently before the marriage is dissolved. Each comes to the child with the problem and asks the child to understand. The child is too young to have the information needed to deal rationally with the problem. So the child adopts a script that results in hating the father and loving the mother. ERGO: end of the immediate problem, but the beginning of a script that will lead to all sorts of problems.

A decision is reached after a person has sufficient data to assist in reaching a rational decision. It is not made under pressure and

it comes at an age when the person is old enough to think things through.

EXAMPLE: The child in the above story accidentally meets the father, and finds him a pretty good guy. But the script is strongly written, so it takes a long time for the child to decide to give up the script and make a decision to accept both his father and his mother. The child seeks data on the father from relatives and friends; accepts enough invitations from the father to get to know him better; and gains enough strength to tell the mother that the script is being discarded.

PHYSICAL FACILITIES

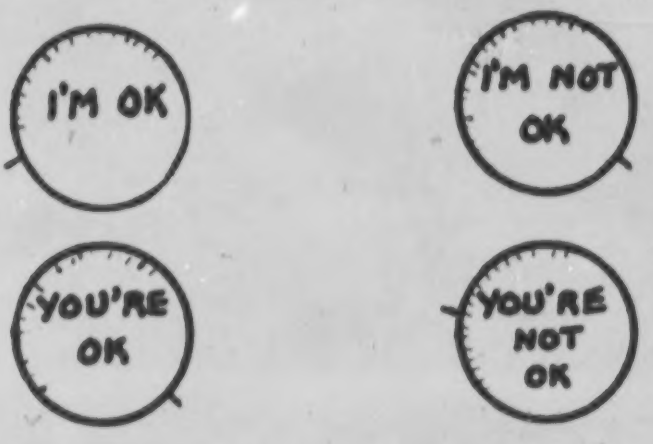
The same space that has been prescribed for the other sessions will be acceptable for this encounter.

a. A handout containing the definitions and brief descriptions of the eight games should be given out by the facilitators at the start of the session.

b. Facilitators can also have available the same type of over-the-neck placards that were used in the TA session, this time bearing the names of the different types of transactions and the games. However, some groups prefer to let people guess what game they are illustrating and would rather not use the signs.

c. Facilitators should have copies of the books listed in the bibliography for this lesson available to show the students and may wish to make arrangements for them to be more available to the students than they have been in the past. Even though some of the students may protest that they have copies of the books or have already read them, their accessibility should be facilitated. Again the protests of the students may be more in the nature of noise than is readily apparent.

d. A set of buttons bearing the names of the four life positions will be needed for each small group. These buttons should be able to be pinned on the shirt or blouse. To save funds, facilitators can solicit donations of badges that have been used for such events as charity drives and glue the signs for the four life positions over the top of whatever was on the badge originally.



TIME SEQUENCE

(1) Facilitators distribute and explain the handout using the double circle technique of group dynamics described in previous lessons.

(2) Facilitators demonstrate two or three of the games in the large group before breaking up in the small groups. Facilitators should make certain that the instructors in the small groups can demonstrate both the types of transactions and the eight types of games. There will not be sufficient time to explain all eight of the games, either in the small or large groups, so facilitators and instructors will have to choose the two or three games they think will be best received.

(3) Facilitators should circulate among the groups, making certain that the instructors not only teach the games, but are as concrete as possible about showing students how to spin themselves out of the games. Here are some stock ways of stopping the game:

Point out to the person the game that he is playing. Explain it to him. Be strong enough to take his anger, because it is humiliating to most people to be caught in the games they play.

Break the pattern of the game. If it's WHY DON'T YOU--YES BUT, say, "I don't think you want to solve your problem, so I am not going to offer any more solutions. You like your problem too much to give it up." If it's NOW I'VE GOT YOU, YOU SOB, say "You're much more interested in putting me down than you are in solving our problem. I don't mind being put down, provided we get around to solving the problem. I'm ready now. How about you?"

Refuse to get involved. It takes at least two for a game. If you won't play, there is no game. Just walk out, or do something else, or just sit tight and keep your cool. But don't get caught up in the game. If you do, you are a part of the problem.

(4) Some facilitator should be designated to watch for a suitable opportunity to move each small group from demonstrating game playing to working on the direct compliment that may so bolster up the self-image that game-playing will be unnecessary. One small group may be ready to progress on to paying direct compliments much sooner than another. The whole idea of putting the compliment exercise in this lesson is to illustrate that, if people have a sufficiently good self-image, they do not have to play games or, if they do get started, they can stop much more easily. The stroking that comes with the direct compliment keeps the spinal cord from shriveling up and contributes to a healthy personality. The steps in the compliment encounter are as follows:

Each person in the small group puts on an I'M OK button.

The facilitator then takes a YOU'RE OK button, pins it on another member of the group as he pays the other member a direct compliment such as "I've been noticing how interested you've been in these lessons. You've really been paying attention. That shows you're interested in improving yourself."

The person on whom the YOU'RE OK button has been pinned removes it, turns to the person next to him and gives the other person a direct compliment as he pins on him the YOU'RE OK button.

The button proceeds around the room until everyone has been given a stroke. Instructors point out that the strokes must be truthful, and are not fooled by the noise that takes place by the person being complimented. The instructor can be pretty certain that the more a person protests he does not want a direct compliment, the more he needs it.*

Variations on the exercise include letting the YOU'RE NOT OK button proceed around the group, with each person offering a put-down rather than a stroke. This makes each person in the group play I'M OK; YOU'RE NOT OK.

Suitable subjects for the compliments are as follows:
PERSONALITY ATTRIBUTES such as honesty, friendliness, generosity, etc.
PHYSICAL CHARACTERISTICS such as a straightforward look, neat appearance, forceful walk, firm handshake, etc.

(5) If there is sufficient time, facilitators should get the small groups back together and let each group demonstrate either a game or the compliment exercise.

EVALUATION Use the next sheet to evaluate the two behavioral objectives of this lesson.

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*Types of noise that are frequently offered are as follows:

DENIAL: "Actually I'm not at all interested in these lessons. I'm just putting you on!" This usually gets laughter, trying to make the person who gave the compliment feel silly because the person complimented wants the stroking so much he is afraid to let the spotlight be focused on him.
RECIPROCATION: "I like the energy you've been putting into the lessons. You're doing a lot better than I am."
RIDICULE: "Boy, are you easy to fool. I haven't been listening at all."
DEPROCATION: "That's funny, because I've never been much good at listening."
The secure response to the compliment is to say simply, "Thank you very much."

EVALUATION

Choose any 4 of the 8 games described in this lesson and relate them to your own experiences. Describe how you have witnessed these 4 games in action. In at least 1 of the 4 descriptions, you should be the one playing the game.

NAME OF GAME & DESCRIPTION	NEGATIVE PAYOFF	METHOD OF STOPPING THE GAME
#1.		
#2.		
#3.		
#4.		

Pay at least three direct compliments to members of the class and record the reaction. Remember that a direct compliment is only as good as the energy you put into it. Hastily done or overdone, it can do more harm than good. It must be sincerely offered. Otherwise it is flattery. If you wish to help make people secure enough so that they do not have to play games, you will have to improve your ability to pay the perceptive compliment.

DESCRIPTION	REACTION Description, Identity of Noise--or--Thanks
EXAMPLE: I knew it was difficult for Matron Thomas to be in the same class as inmates because they were watching her all the time. So I watched and saw her pay Sue a compliment on how well she was doing her job in the laundry. So I said to Mrs. Thomas, "That was very observant of you to compliment Sue. She needs the reinforcement."	RECIPROCATION. Mrs. Thomas immediately tried to remove the focus from herself by saying what a nice person I was and how much she was enjoying the class. But I saw the look on her face, one of pleasure, and she now speaks to me in a warmer and more personal way than she used to.
#1.	
#2.	
#3.	

ENCOUNTER #6

Attempts to Communicate Positively Using Work Release and Study Release as a Laboratory Situation with High Saliency

BEHAVIORAL OBJECTIVES

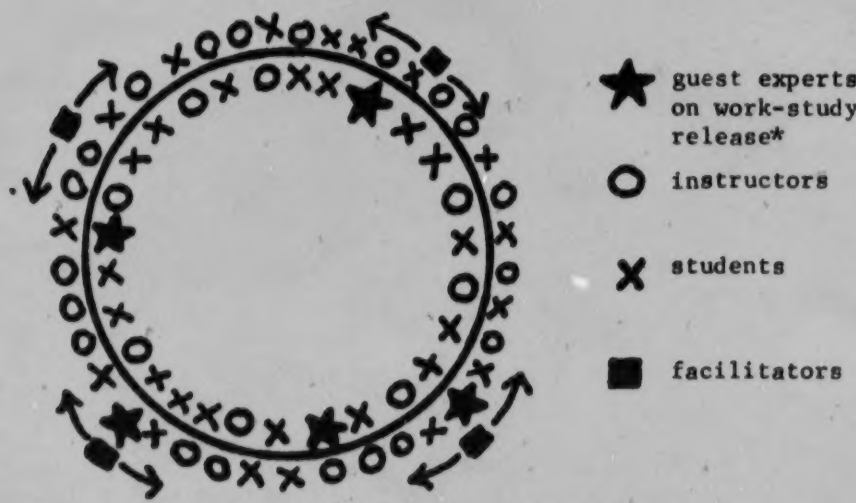
1. to assemble all of the facets of work release and study release into one room so that procedures for both can be explored in their entirety

2. to inform inmates of the opportunities available to them...
   in work release programs outside the prison
   in study release programs, including correspondence courses

3. to give inmates an opportunity, under conditions of high saliency, i.e., when they are highly concerned with the subject matter, to apply the + aspects of communication that have been advocated in the first 5 lessons

PHYSICAL FACILITIES

a. sufficient space so that the first joint session can simulate the diagram below.



*including inmates on work & study release, preferably from other institutions

b. note that inmates sit on either side of the guests and that no two instructors sit together

c. again room enough to break up into 5 or 6 small groups

d. each guest should have pinned on him/her in big letters his name and title.

e. some institutions may require that a check list of guests be

submitted ahead of time with a carbon copy given to the guards who are in charge of admitting persons to the institution. Prison officials should not be surprised by having important guests descend upon them without warning.

instructors who can help to establish cross fire group dynamics with the guest, catching the students in the cross fire

if the expert begins the comments, the instructor across from the guest is alerted to start the cross fire

f. If guests wish to bring in brochures describing their programs, they should clear these items with the guards at the gate. Facilitators should consult with the prison official on duty to see if the materials can be distributed to the students during the session.

GENERAL ADVICE

I. Unfortunately, prisons have low priority with many people. Therefore, facilitators will experience difficulty in getting street people to commit themselves to coming to the prison. Furthermore, even those who commit themselves in advance may phone shortly before the session begins and cancel out, or just not show up. Therefore, the following procedures should be followed:

a. an appointment is made for 3-4 facilitators to call in person on the potential guest. It may not be wise to tell the secretary why you are coming. Some secretaries are hostile to prison systems and others are overprotective of their employers. Make it clear that your business is with the guest, without being contrary.
b. the delegation of facilitators should include males and females as well as a representation from minority and majority groups. More than 5 facilitators exerts too much pressure on the potential guest, and less than 3 does not exert enough.
c. if the guest agrees to come, the agreement should be confirmed in writing with a letter such as the following:

> In keeping with our conference of _____, we are looking forward to your being our guest at the _____ institution at 7 P.M., Thursday, January _____. Your host will be waiting for you at the main gate. Enclosed is a map giving directions to the prison. If you have any question, please telephone any of these numbers:

d. a phone call should be made to the guest a week before the meeting, informing the guest of last minute details, and a letter should be sent off in time to arrive the day before the meeting
e. one of the instructors should be assigned to each guest as a host, should meet the guest at the gate, and be attentive during the entire session
f. a thank you letter should be sent immediately after the session, signed at least by all the facilitators and preferably by all of the instructors in the course.

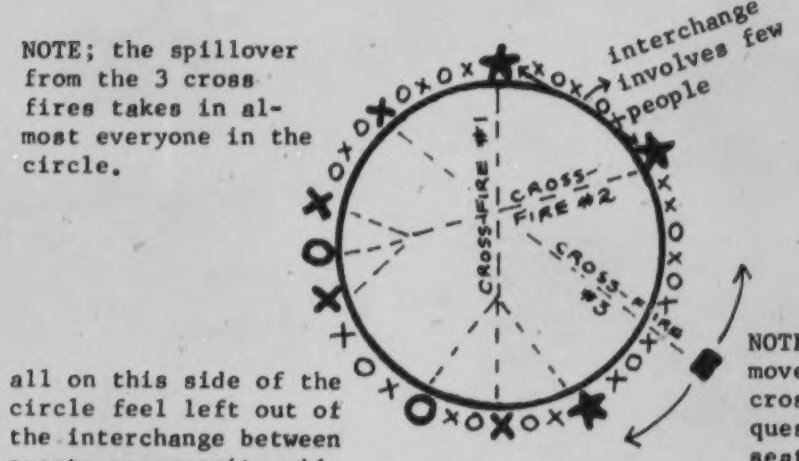
Of course it goes without saying that guests should be invited at least six weeks ahead of time. Carbon copies should be kept of all correspondence. Guests should be sent an outline of the session ahead of time to relieve their anxieties about entering a prison, and a second copy of the outline should be given to each guest by the host the day of the session.

II. It is not always clear whether it is easier to get guests to come for evening sessions or for afternoon sessions. There is merit in both approaches.

III. Particularly in the sessions when guests are present, it is the responsibility of the instructors to start the cross fire group dynamics. Guests are often uncomfortable to begin with and may try to cover up their insecurity by being overly authoritarian. Students may be overawed by the guests. So instructors should begin things, and then unobtrusively withdraw to let the students take over.

IV. As is explained in more detail in the appendix, those instructors seated opposite to the last person who commented are immediately alerted that they may have to enter the conversation to keep the cross fire going.

Then, when the cross fire takes hold in one direction, the instructors who are at a 90° angle from that cross fire should begin a second.


NOTE; the spillover from the 3 cross fires takes in almost everyone in the circle.
interchange involves few people
CROSSFIRE #1
CROSS-FIRE #2
CROSS-FIRE #3
all on this side of the circle feel left out of the interchange between guests on opposite side
NOTE: facilitator moved to set up 3rd cross fire by asking question of student seated opposite.

V. Facilitators should make certain that no small group of students or instructors dominates the discussions in the large or small groups. Sometimes an instructor will get carried away trying to make a point. It may be necessary for an instructor or a facilitator to say bluntly, "Hey, Bo, the session is supposed to be for the students and not for the instructors. Hold your fire, OK?"

VI. Instructors should be continually on the alert to encourage students to exchange comments with guests. An instructor may have to say, "I think Alice here wants to comment" or even "Alice wants to know whether being an offender automatically excludes a person from

entering law school."

VII. Instructors should be conscious of how much + and how much - communication students are offering the guests and take any opportunity that arises to comment to students, either before the group or individually afterwards, on the ratio of + and - comments. If an instructor is asking hostile questions, which often begin with such phrases as "Why don't you..." and "Since you admit...", another instructor or a facilitator should say before the group, "George, cut out the negative communication. Rephrase that question to say, "Do you..." or "If nothing has been done before, do you think . . . "

VIII. Sessions should begin promptly. Those guests who show up on time should not be insulted by having to wait for those who are late. Hosts can wait at the gate for guests who have been detained.

TIME SEQUENCE

(1) Facilitators should give out at the gate to instructors and guests and before the session begins to students a one-page handout that gives basic biographical information on each guest. This material can be read by all while they are milling around waiting for the session to begin and saves time from boring and ineffective oral introductions.

(2) Hosts pin on their guest a large badge (at least 4"/6") that gives name, title, and place of business. Hosts should explain to the guest why it is necessary to speed up the session to have the guest keep on the badge.

(3) Avoid long introductory speeches by the guests. They can be asked to give a 3-5 minute opening statement, if a facilitator has enough push to warn them right in advance before the group of their time limit and to interrupt to keep the time limits intact. If the first guest takes 10 minutes, the next will take 15 minutes, and so the student involvement time becomes minimal. Time restrictions should be explained to guests when they are invited to participate.

(4) Facilitators may wish to plant the first question, preferably with a student, but with an instructor, if necessary, who is seated ACROSS FROM THE PERSON TO WHOM THE QUESTION IS DIRECTED. This begins the cross fire. In the opening session, facilitators should roam the periphery of the large group, promoting cross-fire dynamics if necessary but preferably encouraging students and instructors to take the initiative in establishing an encompassing question period.

(5) At an indeterminate point, preferably when the large group is still going well, facilitators should announce the formation of small groups. As before, instructors may be assigned to a small group in advance to insure heterogeneity, but students can be asked to join any one of the small groups informally, provided that cliques do not form among students.

(6) During the small group sessions, experts are pivoted from group to group, with no group being left without at least one expert at any one time. Therefore facilitators should get commitments on from 12-15 guests so that two or more guests can be in each sub-group at all times.

EXAMPLES OF COMMUNICATIONS WITH GUESTS

Letterhead stationery should be used if possible. Each letter should be individually typed. Mimeographed letters are generally a waste of time. If a rototype machine is available, individually typed letters can be produced on a mass scale with individualized salutations added.

January 12, _____

Albert C. Hughes, President
Glenview Armature Company
Glenview, Illinois

Dear Mr. Hughes:

We appreciated very much our conference with you last Wednesday, and we look forward to having you with us for our session on work and study release at _____ Prison on Wednesday, February _____, promptly at 7 PM.

As we said in the meeting with you, no set speeches will be given. Our chief facilitator, Gwen Tschak, will ask you to make a brief statement about your company and in particular your past experience in hiring inmates on the work release program. She will be persuasively insistent that you stay within the 3-5 minute time alloted to each quest.

After a brief general session, students and instructors will be divided into small groups for more intimate discussion. As a guest, you will be rotated from one group to another to give each student equal access to your knowledge and experience. Below are a few of the questions that you may be asked during the session:

What made you decide to try hiring inmates on the work release program?

Are the inmates working at your plant subject to ridicule and suspicion?

Are any of the inmates working in positions of trust and/or as administrators?

What advice would you give an inmate who was going on a work release program?

A host will meet you at the main gate of the prison. Enclosed is a map on how to get to the main gate. We will be contacting you by telephone before the session to answer any last minute questions you might have. In the meantime, you can reach us at any of the following telephone numbers:

Dear Mr. Hughes:

On behalf of the instructors and students at the work-study session, we would like to thank you for your participation. Your presence helped to make the session a success.

(individualized second paragraph to follow a stock first paragraph)

The participants were particularly pleased with the comments you made about the dependability of the inmates you had hired and with the fact that you still had on your payrole a number of ex-inmates working for you.

(7) It is advisable to warn an expert (and therefore the small group) that the expert will be moved in a couple of minutes. Some body contact (hand on shoulder) can reinforce the firmness of this decision to rotate. If the guest resists moving or if the group protests that it does not want the guest moved, the facilitator may have to take the guest by the arm to extract the guest from the group. That should be a signal for an instructor in the small group to begin an immediate cross fire with the remaining expert(s).

(8) Occasionally an expert has difficulty with student hostility and vice versa. Facilitators should be quick to observe these interchanges and, when moving the guest, offer him positive feedback on being resilient enough to field hostile questions. Very rarely, a guest will not be able to handle the situation, and may even leave the institution before the session is over. Facilitators should not be upset by the appearance of hostility but only by their inability to try to replace the hostility in part with + communication. It may be that a facilitator will have to say to a student, "Don't you think you've asked enough negative questions. Why don't you now try asking a positive one?" The student may pout a little when the interchange occurs, but the carryover is usually of short duration.

(9) At the conclusion of the session, all instructors are responsible for shaking the hand of each guest and personally thanking him for coming to the session. Instructors should encourage students to do likewise.

(10) Facilitators may wish to ask for a short period of time, either at the end of the session itself or at the beginning of the next, when, on a one-to-one basis, instructors can comment to students on the + and - aspects of the communication during the work-study encounter.

EVALUATION See the following page.

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White,D.V. "An Evaluation of Selected Rehabilitative Services Offered at Utah State Prison." M.A. Thesis. Salt Lake City, Utah: Univ. of Utah,1970. 98 pp.

Zinc,Theodore. "A Study of the Effect of Prison Education on Societal Adjustment," JOURNAL OF CORRECTIONAL EDUCATION 22, #4 (1970), 34-38.

Meeting Behavioral Objective #1: Draw a model for the channels of communication for either work release or study release. Include the names of all of the persons involved in the session. Differentiate between formal and informal channels, and label any channels that you consider blocked. Include in your model any statistics that may have been given during the session such as the pay for inmates on work release, the number of inmates on study release, the hours that inmates are not in the institution, etc.

Meeting Behavioral Objectives #2:

Design several paragraphs below that you would think suitable to be printed in a prison brochure on all phases of prison life, except that your comments will be limited to explaining the opportunities of the work release and study release program. Remember that the person responsible for drawing up the brochure has explained to you that every word you put down must count almost double, because printing costs are high and space is limited. TYPE YOUR COPY.

THE WORK RELEASE PROGRAM AT _____

THE STUDY RELEASE PROGRAM AT _____

Meeting Behavioral Objective #3:

Discuss the balance offered between + and - communication patterns by three participants in the session: a guest, an instructor, and a student.

TYPE OF PARTICIPANT	- COMMUNICATION	+ COMMUNICATION
Beginning of an example: Malcolm, a counselor	Malcolm has made some progress but he is still negative in his communication with inmates. For example, last week he said: "..	Malcolm has stopped complaining every breath about the system. His + comments..

ENCOUNTER #7

Attempts to Communicate Positively Using Probation & Parole as a Laboratory Situation with High Saliency

BEHAVIORAL OBJECTIVES

1. to gather together in one room as many of those who contribute to the probation/parole process as possible

2. to inform students of the procedures followed by probations and paroles so that procedures can be clarified

3. to give an opportunity for parole and probation officials to become acquainted at first hand with the corrections system

4. to give students an opportunity, under conditions of high saliency, to apply the + aspects of communication that were advocated during the first five sessions

PHYSICAL FACILITIES

same as those stipulated for Encounter #7

GENERAL ADVICE

I. It is possible that there will be some friction between correction officials and probation/parole officials. In some systems, the parole board does not always accept the recommendations of corrections for the disposition of a given offender, causing corrections officials to bear the brunt of trying to explain to the offender why the recommendation was not honored. Furthermore, corrections must often accept the cases on which probations has failed. Such interchanges should be permitted on a constrained basis, provided that they do not interfere with the behavioral objectives of the session.

II. Facilitators and instructors should understand that probation/parole officials often have a difficult time in executing their duties as they would like. Their offices are often understaffed and underpaid. Politics enters into some of their work. Training programs for probation/parole officials are often limited. Facilitators should meet with the officials in their offices in advance of the session and become acquainted with their problems. Facilitators can then explain these problems to the instructors before the session so that both facilitators and instructors can field hostile questions from students more adroitly.

III. The noise level generated by this session is quite likely to be high. Facilitators should not become alarmed, because the intensity of the session indicates the amount of energy being expended by guests and students. Some minority groups enjoy a higher noise level for interchanges than some majority groups. Facilitators may wish to caution majority instructors beforehand not to become alarmed about the increased noise levels.

IV. Facilitators should make certain that there are some neutral parties present at this session. The following types of agencies can furnish non-advocates who are able to mediate between the two advocate groups----probation/parole on the one hand and inmates/corrections on the other:

church officials, particularly those not dependent upon a particular congregation for financial support, e.g., representatives from central church offices

officials of charitable foundations. A list of the offices of charitable institutions in a given area should be available in the reference room of the local college library

retired business and professional men

officers of civic clubs

public school and university teachers

V. Probation/parole officials, like judges, may not be willing to discuss the details of the case of a particular inmate. Officials differ widely in their attitudes toward this issue, so facilitators should warn instructors ahead of time of the variability of this issue. If instructors see that a particular official is reluctant to discuss a special case, they should rephrase the question in general terms. Here is an example:

> Inmate: In my case, the first time I got out, the parole board just turns me down flat, so I got this lawyer and paid him $400, and in three week I was out. Do you think...
>
> Instructor: Harry, let's put this in general terms. Mr. Strickland, as a member of the parole board, has it been your experience that an inmate who has been turned down for parole can hire a lawyer and secure release rather quickly?

VI. In some states, depending upon the atmosphere present at a particular time, probation/parole officials who are willing to attend sessions may be exceptional in that they are outgoing and want to talk about how to solve the problems that are perplexing to them. Students and instructors may wish to clarify to what extent the guest probation and parole officials are typical. A direct question to the visiting officials will often elicit an honest answer.

VII. The role of the ex-offender in this session is particularly strategic. At least three of four ex-offenders should be present in the expectation that at least one can mediate between offenders and officials. Facilitators should guard against introducting as ex-offenders former inmates who were given special treatment and who never were typical offenders. Their comments may only widen the gap between theory and practice. Also former informers (inmates who "snitched" on other inmates) should not be used in this session.

VIII. It is particularly important that facilitators should notify prison officials in advance that guests from parole/probations are to appear at the unit.

IX. Facilitators must be prepared for the eventuality that a number of the communication breakdowns highlighted by this session are not subject to immediate solution. This is frustrating to all parties. Some communication breakdowns are so inherently built into the system that nothing much can be done about them immediately, and facilitators should take consolation that, by putting the finger on the problems, they may be worked out by long range planning. Facilitators should remember that their session has contributed to the stimulat future planning.

TIME SEQUENCE — same as those stipulated in Encounter #7. However, the following should be stressed.

(1) The time allotted to the large sessions versus the small sessions should be distributed according to the talents of the guests and in keeping with the quality of the physical surroundings. If the noise level surrounding the physical facility is high and the ability of the guests to project their personalities above this noise level is questionable, then most of the time should be spent in small groups. However, if the guests can work well with large groups and if the room for the joint session has a reasonable noise level, then a relatively larger portion of the time can be spent in the large group sessions.

(2) Facilitators may wish to give a five minute warning to the small groups before the session is officially concluded and then to allow a larger percentage of time than usual for informal discussion before the deadline for the conclusion of the session. In many instances, students and guests wish to take the opportunity at the end of the session to exchange information.

SECURING GUESTS — (1) Each institution should be able to furnish facilitators a list of ex-offenders who would be suitable to assist in this session. Since the contribution of the ex-offender to this session is considerable, every effort should be made by the facilitators to secure the cooperation of ex-offenders representing males and females and majority and minority groups.

(2) Probation and parole officials are already overworked. Many of their problems involve solutions that are beyond their control. Therefore, purposefully or unconsciously, some may relegate appearances before offenders to a low priority. The facilitators can be of help to probation/parole officials by explaining the great need to have open discussions of the problems. None of us like to confront the problems that threaten us. The unknowns for probation and parole officials are so great and so intangible that a defensive avoidance reaction on their part is often the only way out.

EVALUATION

#1. In order to meet behavioral objective #1, list below, under appropriate categories, the guests who were assembled for the session. Be certain to give the full name and the complete title and address of each guest. BE COMPLETE.

CATEGORY: _____

_____

_____

CATEGORY: _____

_____

_____

CATEGORY: _____

_____

_____

CATEGORY: _____

_____

_____

CATEGORY: _____

_____

_____

CATEGORY: _____

_____

_____

#2. Here are a series of questions that should be answerable after the session. Write a brief answer to each question.

(a) Define PAROLE.

(b) DEFINE PROBATION.

(c) Why are some offenders put on probation for as many as ten times?

(d) Is there a difference in this state between a probation officer and a parole officer? If so, what is the core of that difference?

(e) What are the qualifications of becoming a probation/parole officer?

1.

2.

3.

4.

(f) Is parole a <u>right</u> or a <u>privilege</u>?

(6) What are the reasons most often given for denying parole?

1. 4.

2. 5.

3. 6.

(7) Should an offender be informed of the reasons why he was turned down for parole?

(8) What alternatives to probation (other than incarceration) does the judge have in this state?

(9) Under what conditions (if any) should an offender have the right to counsel in hearings before the parole board?

(10) What are the most frequent reasons for revoking probation?

1. 4.

2. 5.

3. 6.

#3. Give your subjective reaction to the way that two guests responded to their experience in the institution. Divide your answer into positive and negative reactions. In each instance, give the name of the person and his title.

NAME	+ REACTIONS	- REACTIONS
Example Carlos Sanchez parole board member	Sanchez seemed impressed with the calibre of questions asked. At the end, he took down several questions he said he would answer. Twice I heard him say, with a genuinely apology, that he did not know the answer to the question.	Sanchez snapped at a couple of offenders for asking pointed questions. He had not been around inmates much informally, and seemed ill at ease. Knows his stuff, but needs to be around inmates more informally.

#3. (concluded)

#4. Describe in some detail the behavior of two students during the past session, giving the + and - aspects of their communication with guests and instructors.

NAME	+ BEHAVIOR	- BEHAVIOR

ENCOUNTER #8

Attempts to Communicate Positively Using Discussions with Lawyers and Judges as a Laboratory Situation with High Saliency

BEHAVIORAL OBJECTIVES

1. to bring all of the participants in the trial of offenders together in one group so that they may confront each other with their mutual problems.

2. to inform students of the facts concerning the judiciary so that past experiences with courtroom procedure can be clarified and so that future litigations will be facilitated

3. to give students an opportunity, under conditions of high saliency, to apply the + aspects of communication that have been advocated during the first five sessions

PHYSICAL FACILITIES

same as those stipulated for Encounter #6.

GENERAL ADVICE

I. In some instances, judges are reluctant to discuss matters that might prejudice their eligiblity to serve on a specific case. Therefore, students who ask questions directly related to a given trial may find that the judge cannot reply. An instructor or the judge could convert the question into general rather than specific terms:

EXAMPLE: Wrong Type of Question: Judge X, one of our inmates, Elmer Juneau, is about to be brought back into court, and he has been classified as an indigent. Does he have the right to know how much the court is going to pay his court-appointed lawyer?
Right Type of Question: Judge X, do defendents who have court-appointed lawyers have the right to know how much the lawyer is being paid.
Wrong Type of Question: Judge Y, my court-appointed lawyer spent only 15 minutes talking to me personally. Can I appeal my case on the basis that I did not receive a fair trial?
Right Type of Question: Judge Y, can a defendant request a review of his case if he feels that his court-appointed lawyer has been legligent in prosecuting his case?

II. There is frequently a point of conflict between lawyers and inmates on the amount of time that a court-appointed lawyer should spend with his client. This clash should be encouraged as long as it is productive. Lawyers need to know how hostile inmates are toward the legal profession and how little time offenders say that court-appointed lawyers spend with them. Inmates, on the other hand, need to grasp better the point of view of the lawyer and realize what limitations a plea of guilty places upon the judicial process.

III. The facilitators should have with them copies of the statutes that apply to public defenders and court-appointed lawyers. Sufficient copies should be available so that each small group can have a set.

IV. It is important that the communication breakdowns concerning plea bargaining be dealt with directly. If possible, a lawyer and a judge in each small group should explain to the students the relationship between the client, the lawyer, and the judge in regard to plea bargaining. Much hostility can be dissipated if students understand that the judge is not bound by whatever agreement is made between the lawyers. Not only can past hostilities be dissipated, but offenders will be able to act more wisely in future encounters with lawyers and judges.

V. Instructors may have to be tactful in developing a middle ground between students and guests at this session. Instructors should not be advocates for either side. If an impass like the one below arises, the instructor needs to mediate in a manner similar to that below:

Lawyer: The vast majority of court-appointed lawyers are very conscientious about their duties.

Inmate: Not in my case. He didn't give a damn about me.

Counselor: We get numerous comments from offenders that agree with that opinion. I don't know how true they are, but we do hear it a lot.

Lawyer: Well, of course, I can't speak for your cases, but I know my colleagues, and we watch this sort of things carefully.

Inmate: My lawyer spent fifteen minutes with me. Do you think that is enough?

Lawyer: If you pleaded guilty, perhaps that 's all the time that the lawyer needed to spend with you.

Inmate: If I had been paying him $1000, do you suppose he would have spent only fifteen minutes with me?

Instructor: I have here the statement on ethics of the state bar association that pertains in part to that. After I read it, I would like to ask both the lawyers and the students to say what they think it means.

VI. Law professors make excellent consultants, but facilitators should be prepared that their approach may be much more theoretical than practical. If flack develops between students and law professors, instructors should not necessarily consider the interchanges to be unhealthy. In many instances, the professor will come around at the end of the session to see some things he has never grasped before, and students will get concepts about the law that their absorption with their own problems has not allowed them to develop. Instructors can help by pointing out the disagreement between the applied and the theoretical, and bring it into the open.

Instructor: We are having some disagreement here between the theoretical aspects of parole as stated by Prof. A and the practical aspects of parole as stated by Clement. Are these two, the theoretical and the practical, necessarily in conflict?

VII. Facilitators should not be discouraged if promises by guests to follow up on their visit to the institution fail to materialize. Some guests do make repeat visits and get a new type of concern for corrections; others intend to but other matters absorb their interests. If guests take down the name of an inmate and promise that they will look into a given matter, facilitators may wish to warn the inmate gently that a follow-up may or may not occur.

TIME SEQUENCE — same as for those stipulated for Encounter #6. However, the following should be stressed.

(1) Valuable time should not be taken up in giving verbal introductions. Facilitators should prepare for students and instructors a one-page handout with basic information about all guests.

(2) The officials in charge of the institution should be given advance notice of guests who are to attend the session.

SECURING GUESTS

(a) Lawyers and judges need to be contacted six weeks to two months in advance.

(b) Repeated reminders should be given to those guests who have accepted, because the schedules of lawyers and judges are subject to last minute changes. If the guests remember their commitment, they are less likely to let a subsequent demand on their time interfere.

(c) Law students can be helpful in this session and should represent a cross-section of law schools in the area.

(d) A leading member of the state bar association should be present so that he can carry back information to the judiciary.

(e) Ex-offenders are useful at this session, since they can speak out clearly on their experiences with such vital issues as plea bargaining and court-appointed lawyers.

(f) Members of the bar who have acted as court-appointed lawyers should be represented.

(g) Again, the procedure for insuring as much participation by the bar is as follows:

pay a personal visit to the lawyers and judges in sets of no less than 3 and no more than 5
write a confirming letter
follow up by two or three phone calls
send an outline of the session, emphasizing any time limits that have been agreed upon and including a map of how to get to the main gate of the institution
appoint an instructor as host for each guest
send a thank you letter afterwards so that, if you wish to call upon the guest in the future, you will be cordially received

MEETING THE BEHAVIORAL OBJECTIVES FOR ENCOUNTER #7

#1. Make two lists. In the column on the left, put the full names and titles of the guests who attended the session, together with the law firms they were members of, the court over which they presided, the jobs they now hold, the law schools with which they are affiliated, etc. Group the guests so you can see how well the first objective of bringing all participants to the trial together in one place was achieved.

In the right hand column, for the benefit of the facilitators who stage the next session, list the persons and/or the types of representatives who should have been present or who could have added additional impact to the session. Be as specific as possible. List names, addresses and telephone numbers when possible.

LIST OF PERSONS WHO WERE PRESENT UNDER SELECTED CATEGORIES	(NAMES),TITLES, ADDRESSES, PHONE NUMBERS OF PERSONS TO BE ASKED NEXT TIME
Category #1	
Category #2	
Category #3	
Miscellaneous Category #4	

#2. Facilitators should formulate a set of multiple-choice questions to be administered to all students and faculty concerning the facts that were presented during the session. Questions should be carefully worded. It takes considerable time to write a good test item. The following rules should be observed:

a. only 1 of the 4 answers should be correct
b. do not include such choices as "none of the above" or "all of the above"
c. focus questions around the important issues that need to be remembered and avoid the petty details
d. use the style below and the format below for each question

Question One: How does the presiding judge choose a court-appointed lawyer to represent the next client on the docket who requests one?

( ) he consults a list to see which lawyers have signed up have the fewest cases
( ) he assigns the case to certain law firms whom he has chosen as qualified to take such cases
( ) he assigns the case automatically to the next lawyer on the list who has signed up, requesting to be appointed as a court-appointed lawyer
( ) he consults with the district attorney to see what lawyer the district attorney would be willing to accept

In order to assist facilitators, instructors should turn in two multiple-choice questions on the form below.

Question One: _____
_____
_____

( ) _____
_____
( ) _____
_____
( ) _____
_____
( ) _____
_____

Question Two: _____
_____
_____

( ) _____
_____
( ) _____
_____
( ) _____
_____
( ) _____
_____

#3. Describe the behavior of three students during the past session, giving in some detail both the + and the - aspects of their communication with the guests and other instructors.

NAME OF STUDENT	+ BEHAVIOR	- BEHAVIOR
Milly Washington	(NOTE: quote directly from the student when you can.) Milly wanted to know if the fee she had paid her lawyer was reasonable. It was obvious that <u>she</u> thought she was overcharged, but she put the question this way: "I paid my own lawyer $500 to get me on parole the first time I got out. How can a person who is in jail get an idea of what a reasonable fee for a lawyer is?"	Milly still wants to pull back from the group. She spends a lot of her time looking down. She is still sloppy in her looks. I spoke to her about these things again, and she took it OK. I'll just have to see if she does any better.

ENCOUNTER #9

Attempts to Communicate Positively
Using Communication Breakdown in Drug and Alcohol Therapy
as a Laboratory Situaiton with High Saliency

BEHAVIORAL OBJECTIVES

1. to intensify the desire of anyone who is or has been on drugs to remain free of their control

2. to motivate anyone who is or has been on drugs to seek out the therapy programs available

3. to increase the determination of those who are not or who have never been on drugs to resist their control. The goal here is oriented toward the potential alcoholic or drug user who may not be aware that she/he is a potential addict

4. to inform all students about the facts about the effects of alcohol and other drugs on human behavior

DEFINITION OF TERMS

The sophisticated nomenclatures for drugs should be introduced into the session in chart form similar to the one included in this lesson. For the purposes of our discussion in the session, facilitators will make clear that alcohol abuse will be called alcohol abuse; marijuana abuse will be called marijuana abuse; and drug abuse will refer to the abuse of all drugs other than alcohol and marijuana.

Facilitators should furnish students with a handout containing definitions of the following terms:

alcohol abuse	methadone
marijuana abuse	antabuse
drug abuse	the sweats

Facilitators should also distribute the laws that pertain to alcohol, marijuana and drug abuse in the district in which the session is taking place.

PHYSICAL FACILITIES

same as for encounter #8, except that a slide projector, movie camera, overhead projector, or similar equipment may be needed to show a film or chart on abuse

GENERAL ADVICE:

I. CAUTION! In this session, more perhaps than in any other of the sessions, stereotyped instruction should be avoided. The little "do's" and "don'ts" of abuse that been so often hurled at students in prescriptive instructional methods that the impact of such an approach is minimal. At least 4 varying methods are likely to receive the expected impact upon students:

a. the input of ex-abusers, particularly in the small groups where students have the opportunity to question guests directly

b. the report of the state pathologist on deaths caused by alcohol and drugs

c. the report of a physiologist who can, without fanfare, explain the reaction of the body to drugs

d. the input of persons now serving as treatment personnel in the alcoholic wards of hospitals or the drug action units in the local communities

e. films, provided they are carefully chosen and stress the testimony of abusers

These approaches are not generally used on students and their input is sufficiently intense and vigorous to draw appropriate energies from students into the session.

II. More is achieved in this session in small group work than in the large group session. However, the large group should have three objectives:

to make clear to students the expertise of each guest, as has been suggested previously, through handouts, oversized badges, and very brief introductory statements

to set the tenor of the discussion so that items that might not ordinarily be brought out are freely discussed, e.g., the fact that inmates will try to keep any mention of abuse off their record for fear of unfavorable reaction by paroles

to put before the group a set of hard facts about abuse (preferably in visual form) so that th s information can be referred back to time and time again in the small group meetings

III. Instructors should be particularly on the alert for students who want to ask questions but are reluctant to speak out, even in the small groups. Occasionally an instructor may have to pull a student to one side and talk to him individually to clarify the issue so that either the instructor or the student can raise the issue. Facilitators and other instructors should understand this tactic, provided that it is not abused.

IV. Guests and instructors should have some realistic attitude toward the pleasure that abuse brings. The attitude should be - - - "Yes, the immediate effect may be pleasurable, we understand that, but what about the long-term effects?"

V. Guests and instructors must be prepared for the genuine doubt by drug abusers that they can break their habit. It is more realistic for the abuser to say that he <u>believes</u> he will be able to stay off drugs or that he <u>thinks</u> he can resist alcohol than it is for him to say blatantly that he is "cured."

VI. Some abusers will say bluntly that all they want to do is to get back on the street so they can use alcohol or marijuana or hard drugs again without being caught. The attitude that instructors and guests should take toward this student is particularly difficult. They should avoid taking the part of the PARENT and "laying down the law," and yet they should not cop out and be sophisticated about the whole matter. The best remedy is often to turn the problem back onto the student with a series of questions:

Do you think (do not use "intend to stay") you will stay on alcohol for the rest of your life?

What makes you think you can take drugs or leave them alone when others can't? What about some of the comments you heard today from ex-abusers?

Do you think you can hold a steady job and stay on alcohol?

Could you be proud of the fact that you want to stay on drugs?

How are you going to finance your abuse without getting back into prison?

VII. If there is no organized, constructive program to help drug offenders at the unit where the instruction is being held, suggestions should be recorded by facilitators as to how such a program could be established. If a drug program is already in process but the students feel that it is not effective, the problem is a difficult one. Facilitators should again record specific reasons why the program is not achieving its purposes, particularly the reasons that are attributable to the persons enrolled in the program.

VIII. Again conflict between guests should not be the cause for alarm. There is considerable disagreement among experts as to what is the proper approach toward abuse. It is healthy to allow these differences to be expressed. After all, there is always more than one effective way of doing almost everything.

TIME SEQUENCE

(1) Facilitators should make certain that, at some time in each small group, an ex-alcoholic and an ex-drug abuser have an opportunity to spend some time in each small group.

(2) If audio-visual aids are to be used, the facilitators should try out the equipment a day or so before the session, at the institution. They should remember to bring with them extra extension cords, light bulbs for the equipment, three-pronged plugs as adaptors, and wall plugs that provide for multiple outlets.

GUESTS:

Ex-Offenders Who Were Abusers: Facilitators should seek the services of ex-abusers who are no longer a part of the corrections system along with ex-abusers who are now employed by the system as therapists.

Alcoholics Anonymous: AA is often generous in furnishing the names of ex-alcoholics who are willing to participate. Males and females should be used. If possible, there should representatives of the business and professional community who may or may not be ex-offenders. Students are impressed by persons of relatively high social and economic status who are willing to inconvenience themselves to make their "pitch" about abusers.

Pharmacologists: Instructors from the nearest school of pharmacy can furnish visual aids for the session, and, if they have oriented themselves in field work, can be very helpful during the session. If the pharmacologists have not participated before in prison work, they may find some difficulty in emerging from their traditional instructorial role, even if they are field oriented.

DRUG ABUSE

NAME OF DRUG	SLANG TERMS (add other slang terms in the blanks provided)	DANGERS OF ABUSE										HOW TAKEN			
		PHYSICAL DEPENDENCE	PSYCHOLOGICAL DEPENDENCE	TOLERANCE	CONVULSIONS	UNCONSCIOUS	HEPATITIS	PSYCHOSIS	DEATH FROM WITHDRAWAL	DEATH FROM OVERDOSE	POSSIBLE CHROMOSOME DAMAGE	ORALLY	INJECTION	SNIFFED	SMOKED
MORPHINE	M, dreamer, white stuff, hard stuff, morpho, unkie, Miss Emma, monkey, cuba, morf, tab, emsel, hocus, morphie, melter	●	●	●	●	●	●			●			*		
HEROIN	snow, stuff, H, junk, big Harry, caballo, Doojee, boy, horse, white stuff, Harry, hairy, joy powder, salt, dope, Duige, hard stuff, schmeck, shit, skag, thing	●	●	●	●	●	●			●			*	*	
CODEINE	schoolboy	●	●	●			●			●		*	*		
HYDROMORPHONE	dilaudid, Lords	●	●	●		●	●			●		*	*		
MEPERIDINE	demerol, Isonipecaine, Dolantol, Pethidine	●	●	●		●	●			●		*	*		
EXEMPT PREPARATIONS	P.G., P. G., blue velvet (paregoric with antihistamine), red water, bitter, licorice	●	●	●			●					*	*		
COCAINE	the leaf, snow, C, cecil, coke, dynamite, flake speedball(when mixed with heroin), girl, happy dust, joy powder, white girl, gold dust, Corine, Bernies, Burese, gin, Bernice, star dust, Carrie, Cholly, heaven dust, paradise		●		●		●			●			*	*	
MARIHUANA	smoke, straw, Texas tea, jive, pod, mutah, splim, Acapulco Gold, Shang, boo, bush, butter flower, Ceja, weed, grass, pot, muggles, tea, has, hemp, hay, griffo, Indian hay, loco weed, herb J, mu, sativa, giggles-smoke, love weed, Mary Warner, Mohasky, Mary Jane, joint sticks, reefers, roach		●									*			*
AMPHETAMINES	pep pills, bennies, wake-ups, eye-openers, truck drivers, lid poppers, co-pilots, peaches, roses, hearts, cartwheels, whites, coast to coast, LA turnabouts, browns, footballs, greenies, dexies, bombido, oranges, jolly-beans, A's, sweets, uppers jellie babies, beans		●	●			●	●		●		*	*		
METHAMPHETAMINE	speed, meth, splash, crystal, bombita, Methedrine Doe		●	●			●	●		●		*	*		
BARBITURATES	yellows, yellow jackets, nimby, nimbies, reds, pinks, red birds, red devils, seggy, seccy, pink ladies, blues, blue birds, blue devils, phennies blue heavens, red & blues, double trouble, tooies, Christmas trees, barbs	●	●	●	●	●	●		●	●		*	*		
LYSERGIC ACID DIETHLAMIDE (LSD)	acid, cubes, pearly gates, heavenly blue, royal blue, wedding bells, sugar, Big D, Blue Acid, the Chief, the Hawk, instant Zen, 25, Zen, sugar lump		●	●				●			●	*			
PEYOTE	Mescal button, mescal beans, hikori, hikuli, huatari, seni, wokovi, cactus, the button, half moon, P, the bad seed, Big Chief, Mesc, tops, a moon		●	●			●					*	*		

adapted from DRUGS OF ABUSE, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

Pharmacists: Local pharmacists, particularly those who have worked with regional drug programs, can be very helpful.

Drug Rehabilitation Personnel: These are often young people who have a very direct relationship with abusers. They generally speak with authority and have many case histories to back up their points of view. They are impressive because they know what they know.

State Pathologist: A communicative quasi-governmental official can present case histories that are very effective. Since most state pathologists testify frequently before courts of law, they generally know how to be communicative.

Physicians: Those M. D.'s who are closely associated with local drug rehabilitation programs are the most helpful. They know not to preach, but to lay it out on the line and let it have its effect. In order to get their cooperation, the session may have to be held at night.

Attorneys: The attorney who repeatedly handles drug cases, often for wealthy clients, has an interesting input that cannot be voiced by others. Such attorneys may be able to offer realistic input concerning the reaction of local judges to the appearance of accused abusers before their courts.

Probationers: The probationer is sometimes in a difficult position. He would like to cooperate more than he does, but he is threatened by being in a unit and he does not always like to admit it. Therefore, he should be drawn carefully into the discussion.

EVALUATION

Meeting Behavioral Objective #1: Imagine that you have been on drugs. Describe what you think would have been the influence of the session upon you. Be specific! Describe the stimuli that would have been influential in keeping you off abuse and describe the stimuli that were weak, suggesting how things could have been done more effectively.

THINGS THAT HAPPENED IN THE SESSION THAT WOULD HAVE HELPED YOU WITH ABUSE	INEFFECTUAL ASPECTS OF THE SESSION WITH SPECIFIC SUGGESTIONS FOR CHANGE

Meeting Behavioral Objective #2: List the drug therapy programs by name (with a brief description of each) that were mentioned during the session.

(1) (2)

(3) (4)

Meeting Behavioral Objective #3: Describe what you think was the reaction of the students who were not abusers to the testimony given by former abusers. You may discuss alcohol abuse, marijuana abuse and/or drug abuse.

Meeting Behavioral Objective #4: Name four pieces of factual information about drugs and their abuse that you learned from this session that you had not known. Be as specific as you can.

ENCOUNTER #10

Attempts to Communicate Positively
Using Communication Breakdown Based on Racial and Ethnic Barriers
as a Laboratory Situation with High Saliency

BEHAVIORAL OBJECTIVES

1. to provide an atmosphere in which persons of varying racial and ethnic backgrounds can vocalize their cultural communication breakdowns to each other.

2. to initiate the input of information to persons of varying racial and ethnic backgrounds giving the reasons why their cultural patterns are different.

3. to develop a limited number of formula-solutions that can assist all persons in the correctional system in solving their communication problems that result from ethnic and racial differences.

PHYSICAL FACILITIES

same as those stipulated for Encounter #6.

GENERAL ADVICE

I. All parties in the correctional system are understandably reluctant to initiate discussions concerning race:

The warden or superintendent is held responsible for the quietude of his unit. Discussions of race and ethnic differences could trigger disturbances. Doing nothing about the communication breakdowns caused by racial and ethnic differences are also possible causes for disturbances, but the director of an institution senses that he can be faulted less for doing nothing about race than for trying to do something. The argument can always be used that, if the matter had never been brought up, nothing would have happened.

The inmate soon learns the racial and ethnic code of each institution where he is confined. Inmates often say that, if the balances among groups are relatively equal, the racial and ethnic problems are less. But, if they feel free to voice their true opinions, inmates will admit to many problems caused by cultural differences. In many instances, inmates solve these problems by being loners, keeping to themselves, and shutting their mouths.

The guard or officer or matron is often reluctant to discuss such problems because the custodial staff is supposed to be impartial. Impartial officials do not have prejudices, say the training manuals. So that must be the end of that!

The treatment personnel (program planners, counselors, chaplains, recreation supervisors) may discuss the problems in a one-on-one situation within the confines of an office, but they seldom have the opportunity (or would take the opportunity) to raise cultural differences in a large group. Their reluctance is not based on a lack of desire to solve the problems, but more upon a lack of concrete skills on handling a discussion of ethnic and racial differences in a large group and/or apprehension

that they will not be able to control the outcome. If the boat rocks too much, they may be blaimed.

Therefore, all four of these groups will welcome the opportunity to have a constructive discussion of matters that they know are troublesome. The introduction of such an encounter by a third party from outside the unit is a much more viable approach for all parties.

II. However, even though the opportunity will be internally welcomed, the facilitators for this session should be prepared for all parties to agree initially that race is not a problem in the institution. Facilitators often find it difficult to respond to this initial agreement. Perhaps the easiest response that is both truthful and effective is to say that, if there are no problems in this unit, there may be in others where the students will be concerned and so the session would be helpful in the future.

III. Because of the sensitive nature of this session, facilitators are advised to use case histories to begin the discussions. It is probable that students will find it easier to discuss someone else's problem at the beginning of the session. By the end of the session, many students will be relating the events in the case history to themselves, either overtly or covertly.

IV. Facilitators who direct the session on racial and ethnic differences should be chosen in particular for their ability to remain loose. For example, during an encounter, a small group had agreed that the warden, who was a light skinned black, was neither white nor black. The whites in the small group had said that they did not claim the warden as theirs, and the blacks had said that they did not consider him black. Just at that point, the warden appeared unexpectedly in the mess hall where, at a distance, he was visible to the students. One white inmate, who was particularly energized by the discussion and its opportunity to release in a controlled and wholesome atmosphere the frustrations that he had held back so long, left the small group and walked some twenty yards to where the warden was speaking to one of the cooks. "Mr. X," he said, "are you black or are you white?" The warden paused a moment and said with a twinkle in his eye, "Well, Charles, what do <u>you</u> think I am? The facilitator, who had seen the confrontation coming and had accompanied the inmate to where the warden stood, had his problem solved for him by an intelligent prison official. But, if the warden had not been resourceful enough, the facilitators would have had to have moved in to help. Such confrontations should be considered wholesome because the question about the warden's status had been commonly raised <u>sub rosa</u> among offenders and officials alike. It was wholesome to get it out in the open.

V. Facilitators should be prepared for the minority group to be reluctant to speak out. Therefore, in this session, without making a point of it, it may be wise to segregate groups at one point in the small group sessions and then integrate them at another point.

VI. Questions that are likely to arise in this encounter are as follows:

Is preferential treatment given to job assignments?
What nonverbalisms are offensive to certain groups?

What are the qualities of the people who seem to get along well with more than one ethnic groups?
Does a person have to give up cultural identity in order to get along well with other racial and ethnic groups?
What is the difference between an ethnic group and a racial group?
What verbal expressions are particularly offensive to other cultural groups?
To what extent is it desirable for all Americans to be the same? To what extent is it desirable for Americans to be different?
What elementary steps could be taken to break down some of the communication barriers based on ethnic and racial lines?
Would an intercultural council have any beneficial effects?
What attitude should a person take toward a person who seems irretrievably ethnic or racial in his point of view?
Is it possible for close friendships to exist that cross over racial and ethnic lines?

GUESTS (1) The major religious groups should be represented, i.e., Jewish, Protestant and Roman Catholic. If any minor religious group is strong in the area, e.g., Greek Orthodox, Free Will Baptists, Latter Day Saints, etc., they should also be represented.

(2) College personnel can be helpful in this session. Among the disciplines that could be represented are:

linguists, to explain the origins of different language systems
historians (particularly an expert in oral history and/or a specialist in minority cultures)
sociologists (look for a field-oriented sociologist)
psychologists, particularly social psychologists
directors of special programs in ethnic and racial studies, such as the Mexican American studies program and the Afro-American studies program.
political scientists
theologians
athletic coaches

(3) Professional women and men can also be helpful.

lawyers who see communication breakdowns occur in court
physicians who see barriers created in hospitals and clinics
personnel directors of corporations
shop foremen who see problems on the assembly line
labor leaders

(4) Governmental officials and quasi-governmental officials can be used to good advantage.

the chairman of the local human relations council
the mayor of a medium-sized city
the personnel director of the police department
the city planner
the principal of a high school
a member of the city council

TIME SEQUENCE

(a) The usual technique for introducing the guests appropriately in as short a time as possible is recommended, including a handout and brief introductory statements.

(b) The facilitators should then distribute the three case histories and discuss each one briefly. If some inmates cannot read or cannot follow the written cases, an instructor should unobtrusively make certain the material is being communicated.

(c) Small groups are formed immediately after the presentation of the cases. The instructors in the small groups can follow any number of techniques in getting the discussion started, from choosing one of the three cases arbitrarily and starting out with it to asking the group which one they would like to begin discussing.

(d) In this encounter, only a few of the guests should be rotated. It is best to let the group gather some cohesiveness in its discussion. A change in personnel interrupts that unifying trend. If a facilitator sees that a particular guest can help with a problem that has arisen in a given group, the facilitator can move that guest on either a temporary or a permanent basis. Because guests are not being moved, this session requires more experts than other sessions. Facilitators should make certain that a variety of guests is assigned to each small group.

(e) Instructors in each group should make mental notes on any constructive recommendations that come out of the small groups. By the next meeting of the class, facilitators should compile and collate those suggestions and distribute a handout to everyone summarizing the constructive steps that can be taken. As usual, these handouts should avoid discussing personalities.

CASE HISTORY #1

The ratio of ethnic and minority groups in City Prison is as follows:

inmate group X.....60%
inmate group Y.....35%
inmate groups Z,A,B.....5%

There is a continual power struggle going on between Group X and Group Y. Officials in the unit are predominantly from Group Y with some representation from all other groups but Z.

Group X inmates are pretty well in control of the cell blocks at night. Of the 5 telephones that are available for making outgoing calls, it is an unwritten law that 4 are reserved for Group X, and the fifth phone is often out-of-order. Several members of inmate group Y have been worked over for trying to put the telephones on a first-come, first-serve basis. Custodial personnel see what is happening, but they elect to ignore the problem.

Group Y inmates are in charge of the paper work at the institution, along with some representatives from group Z. They manage to misplace paper pertaining to Group X much more often than papers being processed for Group Y or Z.

Inmate groups A & B have no clout at all. They manage by being as inconspicuous as possible and putting up with more than either Group X or Y.

Friction between Group X and Group Y continues to mount. There is almost no information conversation between members of the two groups. Seating in the mess hall is strictly according to ethnic and racial lines. The treatment personnel sense the tension, but are hesitant to act.

A member of Group A is an accidental witness to a homosexual rape of a member of Group Y by three members of Group Y. The victim is in pretty bad shape. The other inmates belonging to Group Y are convinced that the rape was committed by members of Group X, and are encouraged to believe so by subtle remarks thrown out by the rapists themselves. The victim is in the infirmary. Two of the rapists threaten to stab the member of Group A who witnessed the act if he talks. The tension keeps growing.

Two of the leaders of Group X hold a secret meeting with one of the recreational counselors that they trust and say they are worried that things will get much worse. One of the clerks from Group Y does the same thing to a counselor he trusts. The recreation therapist and the psychological counselor get together and decide to do something. Here are their choices for action. Which one do you think best? Can you add another in the blank provided?

a. meet with the warden who is a pretty sharp Y

b. quietly call together the known leaders of all of the groups and ask for their cooperation in getting down the tension

c. hiring a detective to pose as an inmate where he can snoop around to see what is really going on

d. transfer out all of the known sex offenders

e. hold a session such as this with all of the leaders to see what can be worked out

f. call in all of the "informers" one by one and see what hard facts can be gathered

g. put the heat on the victim from Group A to make him talk and then transfer him out

h. institute a series of human relations classes for all inmates, treatment, and custodial personnel to discuss the basic areas of agreement and disagreement

i. _____

_____

_____

Which of these solutions treatment only the symptoms? Which go to the cause of the problem? Is there anything that can really be done in a situation like this?

CASE HISTORY #2

There are in Leonard Prison three groups of inmates of approximately equal numbers: Mexican Americans, blacks, and whites. Leonard is overcrowded, so that there are few one-cell rooms. At least one-half of the men sleep in double bunkbeds that are only a few feet apart. Recreation facilities are OK, but overcrowded. The counselors are doing a great job with much too heavy case loads. The warden has changed

three times in the last year. One died; one was promoted; and the third is brand new and just getting dug in.

Not one of the three groups likes the way the other ones talk. There is a lot of ribbing about it at all locations in the unit, but the feeling is much deeper than just joking. Here are some of the beliefs that not only the inmates hold but that are also maintained by most of the staff.

blacks and whites believe about the way Mexican Americans talk

- lots of Mexican Americans can't speak good English, e.g., they say "She is the seester of my wife" when everybody knows you should say "She is my wife's sister". Who says SEESTER????? Only Greasers!
- when Mexican Americans speak Spanish to each other, they are putting down the black and white inmates, only you can't tell because "they" don't move their faces much anyway
- If you can't speak English any better than that, you ought to go back to Mexico. That's where you belong anyway.

Mexican Americans and blacks believe about the way whites talk

- whites, particularly the counselors, are always staring you down when they talk to you, trying to make you feel guilty or something. They keep wanting you to look them right in the eye, even though you don't like them and even when you are talking about real personal matters.
- whites keep calling the blacks "boy" (particularly the guards) and they never bother to pronounce correctly the names of the Mexican Americans. They do this purposefully, because they know it will bug you
- whites talk quietly to each other about "niggers" and "Greasers" and laugh in a particular little way that really gets to you

Mexican Americans and whites believe about the way blacks talk

- the reason you have trouble understanding the way blacks talk is that their mouths are too big so they can't make their sounds distinctly
- all that "jive talk" or whatever they call it, with the hand slapping and jumping around really gets you down. Why can't they stand still and talk like everyone else?
- blacks speak English so poorly, e.g., they say "I goes" and "He tired" and "She my wife sister". Decent people with good intelligence just don't talk like that.

There are lots of other communication breakdowns, but nobody says anything about them between groups, only within groups.

One of the rehabilitation programs at Leonard features a series of college professors who go from institution to institution holding informal sessions on a wide variety of subjects. One of them is a language scientist (a linguist) who holds a class on language. About 10 inmates from each of the three groups attend, but no representatives from treatment or custody are present. Here are some of the things that the linguist points out:

Mexican Americans settled Texas, Arizona, New Mexico and California before anyone else. In fact, since most Mexican Americans are anywhere from 60% to 90% Indian, their ancestors spoke in the language of the

many Indian tribes of Mexico and the Southwest, including the language spoken by the Aztecs who had a highly developed civilization until the Spanish came and destroyed it.

Everyone is always suspicious of people speaking around him in another language. It is better to speak the language of the people around you, even though you have a great second language with a rich heritage that you like to speak.

When the Mexican American War was over in 1848, all Mexicans living in the Southwest automatically became American citizens, unless they choose to return to Mexico within a given period of time. So there has been a large population of Mexican American citizens of the United States for over 125 years, and that is a lot longer than most of the white settlers and many of the black citizens, since slaves continued to be imported illegally into the United States until 1860.

Different cultures have different interpretations of eye contact. In the white culture, looking a person straight in the eye is considered a matter of respect. This is not always true of other cultures, particularly the black culture and some Indian cultures. Looking down can be respectful as well as looking up. In fact, the white culture may value direct eye contact so highly because, for many years, people had to bow their heads to kings and queens, and whites got tired of that.

The professor distributes a list of the terms that are offensive between cultures, explains their history, and why they injure. He demonstrates the pronunciations of Mexican American family names, and gets everyone to say them in a sort of game he organized.

He cautions whites about laughing at other cultures. Since they are the majority culture, it is their responsibility to welcome the contribution that minority cultures can make. He uses a map to show where the many centers of African culture were at the time of the slave trade and proposed that most slaves who arrived in the United States probably spoke several languages to which they then had to add American English.

Unless there is some physical abnormality, the size and shape of a person's mouth is not a factor in whether he does or does not speak clearly.

Some cultures permit more body contact than others. Both the Mexican American culture and the black culture tolerate touching more than white culture. Whites in America have a basically Puritan background that frowns upon emotion and asks that you wait until you get to heaven to be joyful. This is not true of many Mexican Americans and blacks who feel that life is here to be enjoyed and, if showing your feelings is joyful, then why not?

The English spoken by blacks in the United States is a distinctive dialect of English, with a predictable grammar pattern, rules for pronunciation, and vocabulary. <u>All</u> other Americans speak dialects of some sort--the dialect approved for actors on soap operas, the dialect approved for radio/TV announcers, the dialect spoken by people in the mid-west, etc. Black dialect has some different grammar patterns because of its African heritage. Blacks plugged in English words on the grammar of the languages that they were already familiar with. Furthermore, they tried to be logical about a verb like "go" and make it look like these:

I go		I goes		I go
You go		You goes		You go
He go	or	He goes	rather than the	HE GOES
We go		We goes	"illogical"	We go
You go		You goes		You go
They go		They goes		They go

The linguist goes so far as to speculate that, perhaps in fifty years, we will all be saying one of the two forms on the left, and the form on the right varying between "go" and "goes" may be forgot.

The inmates are enthusiastic about what they have learned. It sounds as if everyone can be right, even though there is more than one "right" and that there are some things you just don't do if you want to communicate between cultures.

At the end of the sessions, the inmates agree that all people who are associated with Leonard ought to have the course. These problems arise. How many of them can be solved? Add any other problem(s) that occur to you in the blanks provided.

a. Where would the money come from to pay for the sessions?

b. Would it be advisable for guards, treatment personnel, and inmates to all sit in the same sessions together?

c. Are these subjects too touchy for everyone to talk about? Perhaps a select few, like this class, but what about everybody?

d. Would prison officials come to the sessions, if they were free and they were paid for their hours? Would the threat be too great?

e. How much carry over would there be from such sessions? Sure, we are enthusiastic right now, but what about two months from now? Will we go back to thinking the same things we did before?

f. _____

_____

g. _____

_____

CASE HISTORY #3

Recently Prison #202 has admitted an increasing number of drug offenders. Many of these offenders are college students, college graduates, and some even hold advanced degrees.

Prison officials find them troublesome. They are smart enough to know how to work around the system. They look at every rule to see how it can be broken. Many of them, say the officials, talk a lot--talk too much.

The drug offenders think that most of the prison officials are a bunch of clods. Look at how they talk? Who else but a clod would talk like that? Even the superintendent, they say, can't talk right and makes all sort of mistakes. And the secretaries in the joint can't spell. You should see the sort of mistakes they make.

Officials are resentful because the drug offenders seem to consider themselves an elite class. The guards mistrust them. Sometimes if they think they can get buy with it, they purposefully use vocabulary that the officials can't understand. It seems like the smirk when they do it.

Prison #202 initiates a drug action program. The two specialists hired to run the session soon see that the drug offenders are hostile and they see language as a part of the problem. They also note that Prison #202 is short on instructors for its school. Most of the instruction has to be in the style of programmed learning, because there is not enough teaching staff to individualize the instructor by any other method.

The drug action specialists, one an M.D. and the other a Ph.D., suggest to the drug offenders that they serve as part-time instructors in the prison education unit. The inmates tend to be skeptical and horse around with the idea for a little while, but, all along, they are really enthusiastic about it.

The drug action specialists decide to go to the warden with their proposal. Which of these ideas should they include in their recommendations?

a. That a training program conducted by one or more outside experts be initiated to orient selected offenders to become instructors in the state prison program.

b. That selected offenders with advanced degrees be trained to conduct college level instruction. College credit for the instruction could be offered through liaison with a neighboring university.

c. That a special program to teach all inmates how to read be given priority.

d. That the course instruction be open to all levels of prison personnel from inmates through superintendents.

e. That incentives be offered to inmates to enroll in courses at the elementary, high school, or college level through favorable comment for prison privileges and parole.

f. That raises in salary be used to encourage prison officials to enroll for the courses at all levels.

g. That the training program be open not just to drug offenders but to any inmate who can qualify.

h. That prison officials also be encouraged to act as instructors in subjects for which they have advanced degrees.

i. That all of the instruction be under the supervision of an outside expert from a neighboring college, preferably a person who has had some experience in criminal justice programs.

What other ideas might they propose to the warden?

j. _____

_____

k. _____

_____

If the warden is not enthusiastic about the program, should the drug action specialists consider taking the idea to the central office, and perhaps risking their jobs to get another hearing?

EVALUATION: Meeting Behavioral Objective #1: Record below remarks that were made in the session that you do not think would have been said unless the session had furnished an atmosphere in which persons of varying racial and ethnic backgrounds felt free to vocalize their cultural communication breakdowns. Include remarks that you yourself made that surprised you a little. Then record some disappointments of the session with your recommendations for improvement.

Student Remarks about Cultural Communication Problems That Might Be Considered as Breakthroughs:

1. _____

2. _____

3. _____

4. _____

5. _____

Remarks That You Yourself Made about Cultural Communication Problems That Might Be Considered as Breakthroughs:

1. _____

2. _____

3. _____

Disappointments of the Session with Recommendations for Future Sessions

DISAPPOINTMENTS	RECOMMENDATIONS
1.	
2.	

Meeting Behavioral Objective #2: Facilitators should ask each instructor, after the encounter is over, to list a minimum of three facts or opinions that were generated by the session. Facilitators can then compile these facts, along with supplementary information obtained from the bibliography listed at the conclusion of this lesson, and distribute them to all students and instructors. Here are examples of the sort of items that should (and should not) be included.

Fact or Opinion One: Only a very few Mexican Americans in this unit object to being called Chicanos.

Mexican Americans in this unit speak good Spanish. (too subjective: what is "good" Spanish? who is to judge how well people speak a language?).

Fact or Opinion Two: Whites in this institution are afraid to be seen too much with blacks for fear of being called honkies.

Whites in this institution don't like the way blacks and Mexican Americans talk. (not specific enough--just what are the ways that blacks and Mexican Americans speak that whites object to, e.g., Whites object to Mexican Americans saying PLEEEESSS instead of PLEEZ (please).

Fact or Opinion Three: Blacks in this institution respect whites and Mexican Americans who can do black handshakes without seeming to try too hard.

Blacks object to the names prison guards call them. (be specific about what names blacks object to, e.g., "you people").

FACT OR OPINION

#1.

#2.

#3.

#4.

Meeting Behavioral Objective #3: The two suggestions below begin a list of suggested solutions to assist in solving communication problems arising from ethnic and racial differences. Each instructor should add two additions that meet these guidelines: (a) suggestions are not costly
(b) highly skilled persons are not needed to administer them
(c) inconvenience to the system is minimal

Facilitators should compile these lists and distribute them to students and instructors.

Suggestion #1: The institution should compile a dictionary of terms that members would and would not like to be called. A committee representing all factions and all levels could solicit suggestions from everyone in the system. Results could be compiled in a small mimeographed booklet. Here are two examples:

spooks.....although blacks may use this term jokingly to each other, it should not be used to non-blacks

white witch.....a term used in this institution to refer to a Caucasian informer; avoid unless you can take the consequences

Suggestion #2: Once a month, seating for the evening meal should be randomized. Place cards would insure that inmates sit with new groups. The program director could ask a community volunteer group to decorate the table for this dinner and to supply paper tablecloths, candles, and napkins. Churches in rotation could be asked to say an interdenominational blessing. It might be that the volunteers, with the help of the cooks, could serve the inmates at the tables. All prison officials could be invited to attend. Those accepting should be seated randomly.

Suggestion #3: _____

_____

_____

_____

_____

_____

Suggestion #4: _____

_____

_____

_____

_____

_____

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ENCOUNTER #11

Attempting to Communicate Positively When Speaking before a Small Group

BEHAVIORAL OBJECTIVES

1. to instruct students how to organize a short talk
2. to motivate students to deliver an organized short talk
   - first, to a small group of 5 to 6 persons
   - second, to a medium sized group of 10 to 15 persons
   - third, to provide the opportunity for selected students to give their short talk at the final banquet to 100 persons

PHYSICAL FACILITIES

a. one large hall big enough so that thirty pairs can work together to compose a talk without interfering too much with each other

b. some additional adjacent space (rooms or alcoves) where those students who have composed their short talks and already delivered the talk to their paired instructor can rehearse it to a small group of 5 to 6 persons

c. some means of dividing the large hall into two or three compartments so that two or three groups of 10 to 15 persons can be hearing talks at the same time

GENERAL ADVICE

I. This encounter takes a minimum of two sessions, plus a specially arranged class where those who are having difficulty can be given individualized help between the first and second sessions.

II. Some offenders may not be able to read and write. They will require special attention so that their inabilities are not flaunted.

III. After instructors and students have paired up on a one-to-one basis to start composing the short talks, if the instructor sees that they are not making sufficient progress in getting the student to choose a subject and start the outline of the talk, the instructor should signal a facilitator who will quietly swap instructors. However, no blame should be attached to an instructor whose student does not get results, provided the instructor has done all he can do. It sometimes takes a second stimulus or a different approach to get some students going.

IV. Almost all of the students will experience some stage fright, from the very beginning of the exercise. Instructors should explain that fear of an audience is healthy because it shows respect for the people whose time will be taken up during the talk. An excellent speaker always has some stage fright, because that helps him to "get up" for the talk but he does not let the fear show. Furthermore, the symptoms of stage fright are caused by the body getting ready to fight something physical, for men used to have to conquer wild beasts. The sweat glands secrete to put moisture on the body so that evaporation will absorb heat and keep body temperature down. That's where the cold and clammy feeling comes from. The extremeties of the body receive the blood so they can have the strength to fight off the enemy, while the stomach and other internal organs are slighted. That's where the tendency to urinate and the "butterflies in the stomach"

comes from. But the speaker is not fighting a tiger, but simply trying to talk to an audience. The extra energy in the arms and legs that is not being used up in physical labor makes the knees and hands shake. So the body is doing its best to help, but is only hurting. Once students understand something of the physiology of stage fright, they can deal with it more easily.

V. Instructors should welcome every opportunity for students to act as critics of other speakers. Only occasionally will a peer become too pushy in working with a fellow student, and the facilitators can moderate these rare encounters. Experience has shown that, when students are concentrating on their talks, the ethnic and racial composition of the group is not significant, i.e., an Anglo could be evaluated by five or six Mexican Americans without any over consciousness that the group had accidentally structured itself in such a manner. The special sessions for those who are having difficulty with their talks can profit greatly from having some of the more successful students act as audience and critic for the slower ones who are just coming along. Facilitators should arrange ahead of time with prison administrators so that the more fluent inmate speakers can be present for the special session to assist the less fluent speakers.

VI. Instructors should remember that most of their students do not have a houseful of trophies and certificates received at church and/or at school. They have not been asked to stand up and receive awards. They have not been asked to make speeches of acknowledgement. They may never have been asked to stand up and make any sort of presentation to anyone. A number of the students are thirsting for leadership positions. One of the reasons they may be in trouble is that they are generals with no legitimate armies to lead. This exercise gives them the opportunity to exercise leadership potential. Other students are secretly jealous of their more vocal colleagues and will be tempted to redouble their resistance to giving a speech. THERE IS ALMOST A DIRECT INVERSE RATIO BETWEEN THE DEGREE OF PROTEST ABOUT NOT WANTING TO MAKE A TALK AND THE DEGREE OF DESIRE TO GET UP THERE AND SHOW THE OTHERS WHAT YOU CAN DO.

VII. If inmates or officials wish to include in their talks derogatory criticism of the prison system, they should be required to offer constructive solutions. The encounters are to stress positive communication. It is of a positive nature to voice complaints and get them out of your system, but it is even more positive to build on that release by thinking through what can be done. It is easy to see the faults in as perplexing a system as corrections; it is more challenging to come up with solutions. Responsible speakers present the best solutions to the problem they discuss. Otherwise they may be doing more harm than good.

VIII. Some students get hung up on the choice of a subject. They find it a convenient stopping place. If they cannot think of a subject they would like to talk about, then nothing else can happen. Here are some stock subjects that may help instructors over that impass:

why offenders commit crimes
sports in the prison system
the values of getting a high school education
three things an offender must do when he is released

three things I like (or dislike) about my job
three things I would do if I had my life to live over
the three members of my family I feel closest to
three things I would do if I were rich
the three best friends I have in the world
three things that happened to me on my trip to Colorado
three main problems of working in a prison
three ideals that I base my life on

IX. Facilitators should not be discouraged if the products of some of their students show only rudimentary improvement. Many persons who are involved in the prison system adopt the pattern of keeping their mouths shut and doing their own way. It is a major victory to have some people even stand up before a small group and make a statement that others listen to. For some, it will be the first time that such an event has ever happened. The incubation period of improvement for such a positive event is often slow. Facilitators may never witness the strengthening effect of the exercise, because it will show up long after they have lost contact with the students.

TIME SEQUENCE

(1) During the first session of this encounter, facilitators should expect that anywhere from 10% to 40% of the students will be able to compose their speech on a one-on-one basis with an instructor, deliver it first just to what instructor, and then be able to join a small group of 5 to 6 other students to rehearse their speech. Therefore, several key instructors should be held in obeyance in a separate room or alcove where they can await to rehearse the students in small groups of 5 and 6. Even though the student may have given the speech to his one-on-one instructor (either seated or standing or both), it is still another major step to stand up before a small group and give the speech again. Therefore instructors should encourage interaction at these rehearsals. Students and instructors should join in applauding each speech after it is given. Everyone should be encouraged to make constructive comments. If there is time, each student should deliver his short talk 3 or 4 times in these small groups.

(2) The remaining 60% to 90% of the students will have made some progress, but will not be ready to speak until the second session of this encounter. Instructors should be certain to keep copies of the outlines that they have helped the student to construct. At the next session, an easy out for the more hostile or the more timid will be that the outline has been lost, or it is somewhere where it is not retrievable.

(3) For those who are obviously having more difficulty than the others (usually between 5% and 15%), a special tutorial meeting should be held between the first and second sessions of this encounter. After the first session, each instructor should report to the facilitators anyone who is failing to get a good start. Facilitators will then set up a special time to meet with these students so that their progress is equal to the other by the time of the second session. If these students sense that they are getting too far behind, they may develop a psychological block toward making the short talk that the instructors will not be able to overcome.

SECURING ADDITIONAL HELP

(a) Facilitators may wish to recruit some extra help for the short talk session. Former instructors in the course or teachers who have had enough experience outside the classroom to enjoy the give-and-take of the field experience can be very helpful, particularly in handling the more proficient students and in serving as critics in the first small group sessions in the alcoves.

(b) However, facilitators should make the procedures sufficiently clear to the extra help that they forward the goals of the session rather than impede them. The goal is this session is not so much to be concerned about how the students hold their hands when they speak or whether they say each word clearly, but rather on whether they can organize their ideas and present those ideas, however roughly, to small groups of people.

(c) If prison officials are to be present when the speeches are delivered at the banquet, the guest help should be alerted in particular that any criticism offered of the system should be countered with a constructive solution. Name-calling should be avoided. No particular purpose is served by singling out specific parties who may be powerless to modify institutional behavior.

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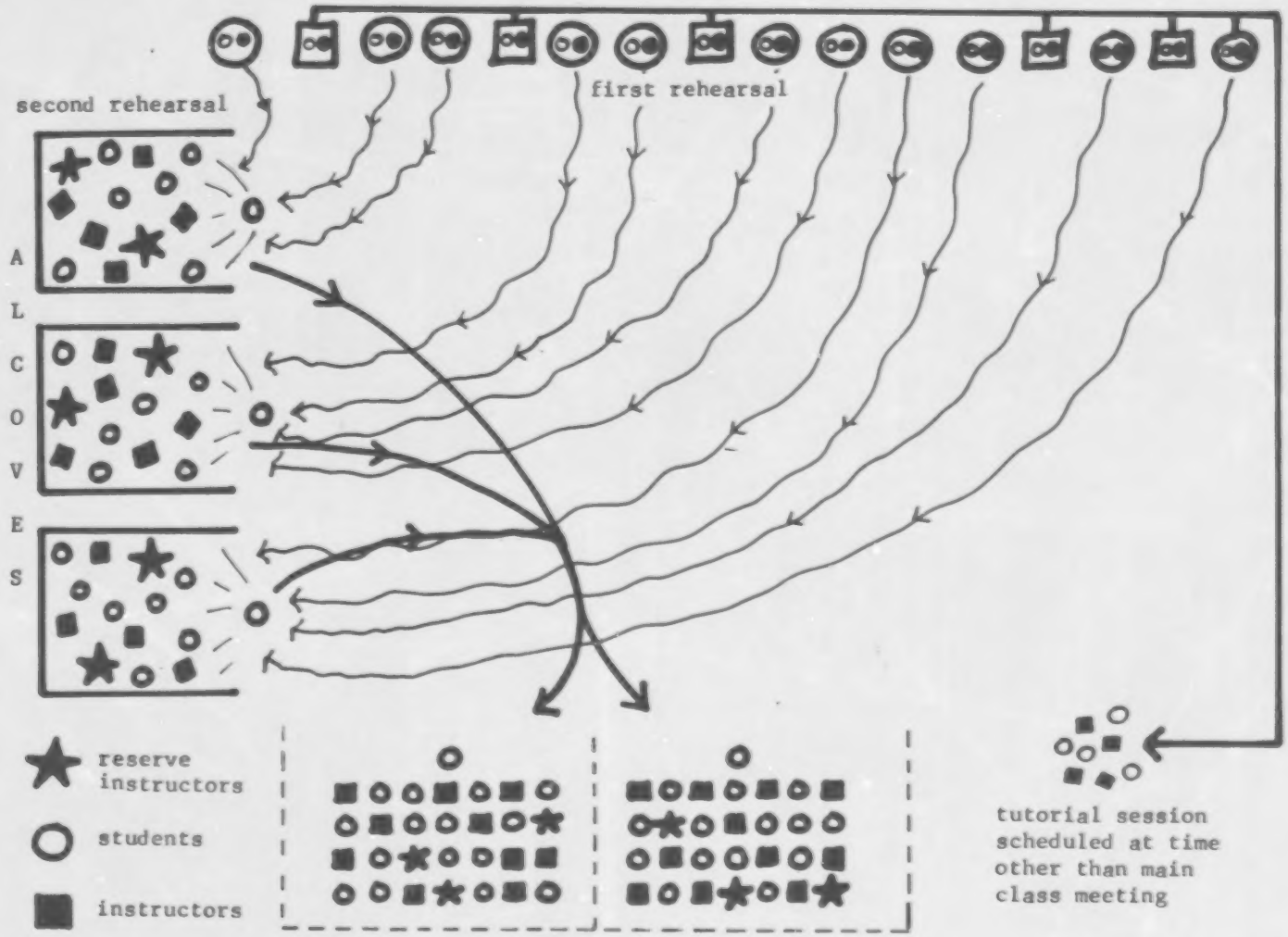
A MODEL ILLUSTRATING THE 3-STEP REHEARSALS + THE SPECIAL TUTORIAL SESSION FOR THE SHORT TALKS



MAIN HALL DIVIDED INTO TWO PARTS FOR THE THIRD REHEARSALS OF THE SHORT TALKS

Today I am going to tell you three things about how to refinish wood furniture.

First, I am going to explain how to remove the stain or paint already on.
Second, I am going to tell you how to put on a fresh stain.
Third, I am going to give you my ideas about protecting the stain with a good finish.

As I said, I am first going to tell you .....

I. How to get the old stuff off the wood
1. if paint or varnish is thick, take to be dipped
2. if just varnish, use a thin, liquid paint remover
3. if paint, use a thick remover that will stay put
4. sand if necessary or use grades of steel wool

TRANSITION: Now that I have talked to you about getting the old stuff off I am ready to move on to my second point which is putting on a stain

II. Putting on the stain
1. use a straight wood stain - no fancy stuff
2. dilute with turpentine
3. put on with a small rag
4. wipe off excess with paper toweling
5. repeat after it dries - if you want darker

DOUBLE TRANSITION: Now that we have discussed cleaning the wood and putting on the stain, we are ready to move on to my third point which is protecting the stain.

III. Protecting stain
1. I prefer a semi-gloss lacquer to a varnish
2. get something that seals + protects both
3. put on several coats using .0001 steel wool
4. let each coat thoroughly dry
5. lacquer does better in 70° or better

In conclusion, I have discussed three points on my talk today about how to refinish furniture.

First, I told how to clean the surface.
Second, I explained how to put on the stain
Third, I gave my ideas about a finish.

Meeting Behavioral Objectives #1 & #2: Relate below the exact steps that you went through with your student(s) in getting them to organize and deliver their short talk(s). Conclude your discussion with at least three recommendations for improving the instruction during the next set of encounters.

Steps in Organization

Steps in Delivery

Recommendations for Improvement in the Next Set of Sessions

1.

2.

3.

Meeting Behavioral Objectives #1 & #2: Before the first session of this unit on small talks, turn in to the facilitators your demonstration short talk that you have prepared to give either to the group as a whole or in your one-on-one session with your student. Use the form provided in this lesson.

At the conclusion of the unit, turn in to the facilitators the outline of a short talk that any one of the students delivered to the group. Use the form provided in this lesson.

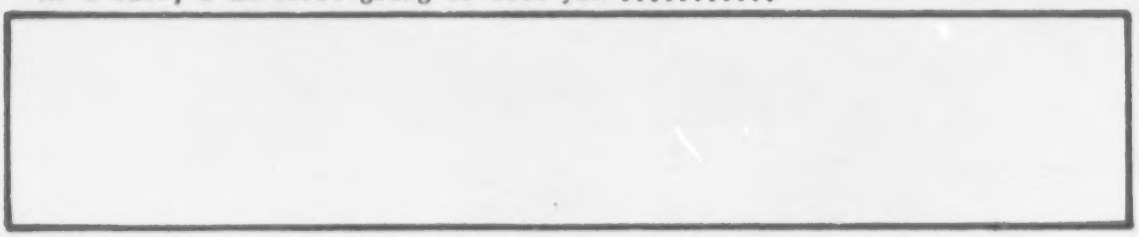
Today I am going to tell you three things about _____
_____.

First, I am going to _____
_____.

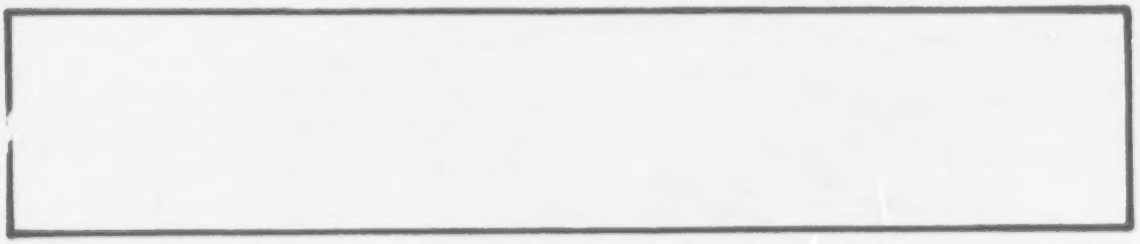
Second, I am going to _____
_____.

Third, I am going to _____
_____.

As I said, I am first going to tell you .....



TRANSITION: Now that I have talked to you about _____,
I am ready to move on to my second point which is _____.



DOUBLE TRANSITION: Now that we have discussed _____
and _____, we are ready to move on to my third
point which is _____.

In conclusion, I have discussed three points on my talk today about _____
_____.

First, I _____.

Second, I _____.

Third, I _____.

ENCOUNTER #12

Attempting to Communicate Positively in a Large Semi-Formal Group: Conversations, Testimonials and Selected Speeches at the Final Banquet and Graduation Ceremonies

BEHAVIORAL OBJECTIVES

#1. to remind inmates that all phases of society can sit down to a good meal together, communicate, and enjoy each others company.

#2. to encourage inmates and prison officials (and the wives of both when possible) to break bread together.

#3. to demonstrate to students that the instructors care enough to inconvenience themselves to prepare a special meal designed for the students.

#4. to offer a climax to the encounters.

#5. to present certificates of achievement to those who have successfully completed the course.

PHYSICAL FACILITIES

a. preferably not a correctional setting
b. a large banquet room in a commercial restaurant or a private dining room at the student union building of a neighboring college are good locations
c. the setting should permit low lighting, particularly during the meal, to encourage conversation
d. if inmates are to be present, prison officials prefer a location where security can be unobtrusively maintained
e. kitchen facilities should be close by, particularly for keeping food warm and refrigerated

GENERAL ADVICE

I. All persons who have played <u>any</u> part in the encounters should be given a written invitation to attend, with an enclosed postcard return. Even if only 10% of the guests invited attend, that 10% may be vital in securing much needed cooperation with the correctional system.

II. Place cards prevent group seating. However, since it is sometimes difficult to accommodate last minute cancellations and additions, a host or hostess can meet the guests at the door and show them to their places, explaining that the facilitators for the dinner are seeking a heterogeneous seating arrangement. Visiting couples may be seated together, since the wife or the husband may be new to corrections and need some measure of security.

III. The facilitators for the banquet and graduation ceremonies should provide the following:

*a sign-up list of types of foods that instructors can fix in their own kitchens to supplement the one or two dishes that may be catered

---

ALL INSTRUCTORS ARE ASKED TO SIGN UP BELOW FOR A DISH THAT WILL SERVE 8-10 PERSONS. FOOD SHOULD BE DELIVERED TO THE PLACE OF THE BANQUET AT LEAST 15 MINUTES <u>BEFORE THE MEAL IS TO START</u>

meats	vegetables	salads	drinks	bread, butter, paper plates, etc.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
etc.	etc.	etc.	etc.	etc.

*candles for lighting during the meal (watch for bargains all during the year to keep down expenses)

*table decorations, including flowers

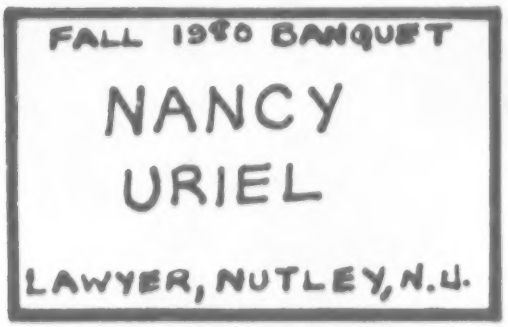
*a speaker's stand and, if necessary only, a loud speaker system

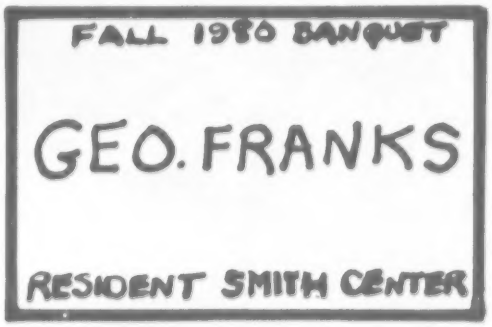
*music (at a low volume, loud music stifles conversation) during the meal

*perhaps a visiting speaker, if the speaker can be certain to limit his remarks to no more than 10 minutes

*a program of the events of the evening, featuring the names of all of the students and as many of the instructors and guests as possible. Whether a guest attends the banquet should not be the prerequisite for having his name on the program as contributing to the success of the program.

*name tages (WITH LARGE LETTERING). The information on the name tags helps break the ice and start conversations; home towns, schools attending, where participating in work release, and similar information starts the communication.





IV. Certificates should be showy in nature, bearing some seal and, if possible, ribbon. Instructors should remember that, although they have grown accustomed to sophisticated certificates that are plain in their dignity, many of those enrolled in the course do not have all that many awards and wish to show what they have earned to family and friends. Facilitators should have extra copies at the banquet in case someone has been omitted. If inmates are permitted to reproduce their certificates on a prison duplicating machine, there will often be a run on the facilities the week after the course is over so that copies can be sent to friends and relatives.

TIME SEQUENCE

(1) Facilitators responsible for ordering the certificates, getting the most impressive list of signatures possible, and entering the names of the students should begin their work early in the course. The signature of an important federal or state politician can serve to elevate the status of the course, and possibly enhance its effectiveness on students.

(2) Local merchants may be willing to give discounts on the food to be catered if they are approached well in advance, and if the facilitators approaching them bear proper credentials.

(3) The sign-up list for foods should be posted at a convenient location two weeks in advance of the time of the banquet.

(4) Facilitators should be at work at the banquet site at least three hours before the banquet starts. They should have recruited extra help among the other instructors, particularly those who have been unavoidably absent from meetings and wish to make their full contribution to the encounters. Custodial help at the banquet site should have been contacted several days ahead of time so they can be of maximum assistance.

(5) Separate tables should be set up for the various courses of the meal with provisions for keeping some dishes hot and others cold. Tables should be plainly labeled main dishes, salads, vegetables, deserts, drinks, bread-butter-condiments, and cutlery. Then, when instructors arrive with their contributions, they know where to put them and do not have to bother the facilitators who are busy with other things.

(6) The banquet should start promptly on time. Someone, preferably among the visitors, should be asked to say a blessing before the meal begins. The most appropriate blessings are those not associated with any particular religious sect or church.

(7) Facilitators can appear at the speaker's stand from time to time during the meal, making short announcements and encouraging the participants to return to the tables for seconds as long as the food lasts.

(8) Facilitators should keep the program moving at a brisk pace. The whole banquet should last a maximum of three hours. Two hours is preferred.

(9) Facilitators are responsible for cleaning up the hall afterwards, using mops and brooms to make certain that the floor is not slippery when they leave. Other instructors should volunteer to help. Since the hour may be late when the banquet concludes, someone should have seen to it that the mops and brooms needed for cleaning are not all locked up.

(10) Thank you letters must be sent to the guests who attended.

SECURING GUESTS

(a) Letters to guests inviting them to attend the banquet should either be on an appropriate invitation-to-dinner card or on letterhead paper, individually typed bearing signatures preferably of all instructors but at least signed by those who are facilitating the banquet. A return, self-addressed postcard should be enclosed. Special note should be made that spouses are invited.

(b) The invitation should include the following information:

time	place	dress	purpose
e.g.,7-9:30 PM	Floyd Hall State Campus Room 222	informal, but not casual	to celebrate together the achievements of the communication class

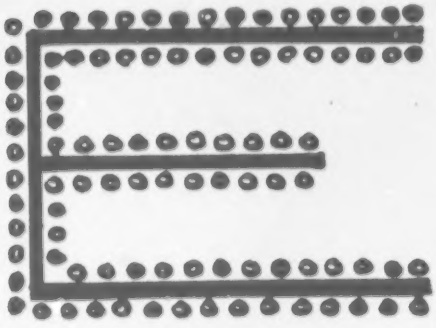
IMPROVING THE GROUP DYNAMICS OF THE SESSION

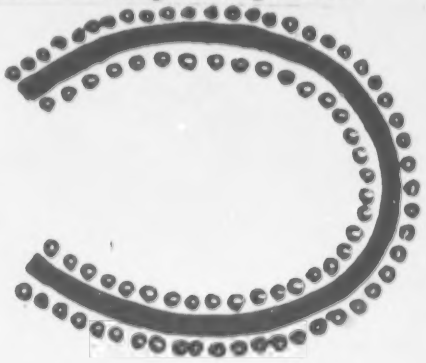
(I) Certificates should be given out before the entire group, with each student coming up front to get his award. Several facilitators and at least one prison official should be up front to shake the hands of those being given the certificates.

(II) The importance of the occasion is increased if photographs are taken. However, most states require that written permission be secured ahead of time if inmates pictures are to be taken. Officials should be forewarned if photos are to be a part of the ceremony, and any

news stories should be cleared with appropriate prison officials before they are released to the press.

(III) Group dynamics works more effectively under crowded conditions than under expanded seating. Seating should be at one large set of tables and not at individual small tables. It is impossible to keep in-group seating from occurring if individual tables are used. The feeling of unity is almost certain to suffer if the group is broken into segments. Below are two suggested seating arrangements:





(IV) If inmates are to attend the banquet at a non-institutional setting, the affair should be held in a place that is sufficiently public so that the offenders do not feel they are being shunted off into a corner where they will not cause embarrassment and where they can be kept under surveillance. Security should be unobtrusively built into the banquet plans.

(V) If a spirit of conviviality has been established during the dinner, instructors should maintain it as the guests are leaving. All instructors should go around after the dinner thanking the guests for their contribution to the program. They should shake the hand of as many students as possible and thank them for their cooperation.

(VI) If the banquet is to be held within prison facilities, it is a little more difficult to establish viable group dynamics, but, with some special attention to detail, it can be done. The following should be carefully noted:

> The facilitators for the banquet should take it upon themselves to select a site on the prison facilities for the banquet and prepare it for the meal. Even though prison officials offer to prepare the place selected, it is not always possible for them to see to such details when there are more important things to be done. Facilitators should arrive at least three hours ahead of time to make certain their preparations can be completed without rushing.
>
> Extension cords, three-way adaptor electric plugs, a speaker's stand, vases for flowers, candle holders, matches, paper table cloths, plastic trash bags, and scissors (numbered and tag with a wire tag) are among the items that may be needed. All items should be cleared at the gate, and a particular facilitator should be appointed to make certain that all things brought in are taken out.

University of North Carolina at Chapel Hill

Speech Division

This certificate verifies the fact that

_____

has successfully completed a short course in Safety Via Communications offered in the ___ semester, ___ by the University of North Carolina at Chapel Hill. In recognition of this we have affixed our signatures hereto.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Done this day _____ of _____, _____.

Meeting Behavioral Objectives #1 and #2: Write an essay describing what you think were the group dynamics of the banquet. Begin your essay by answering the questions below:

To what extent were the facilitators successful in getting a variety of guests, prison officials, and inmates to the dinner? Be specific. What persons would it have been good to have had present who were not there?

It is infrequent that prison officials and inmates sit down to eat together. How comfortable do you think these two groups felt? How comfortable did the guests feel? Give specific instances of breakthroughs or withdrawals.

What do you think of the proposition that there is something of a mystique that can occur when people sit down to break bread together? Do you think that any such influence was at work at the banquet?

General Comments:

Meeting Behavioral Objective #3: One means of establishing credibility with others is to demonstrate to them that you are willing to inconvenience yourself in their behalf. How can inconvenience be defined?

If we begin by admitting that undoubtedly the instructors in the course will profit from the banquet, all the way from that people will think of them as such unselfish people (do-gooders) to the warm glow they may experience the night of the banquet. So more than likely instructors will profit from the banquet.

So then, how do they demonstrate inconvenience? By giving up more than they get. If the instructors have really worked to make the banquet a success; if they have succeeded in getting together a list of impressive guests; if the homecooked food that they bring shows the time and love they put into their effort, then the instructors may have demonstrated to the students that the instructors care enough about their pupils to seriously inconvenience themselves. Instructors will get out of the banquet what they have put into it.

And, according to certain philosophies, the more you put into a generous deed, the more you get back. So the more inconvenience, the more benefit to you. So the question may pertain more realistically to "apparent inconvenience", since, if you leave the banquet with a warm feeling in your heart and hope that the problems of the world can be solved, you have a treasure to store up in your soul.

Describe below the degree to which you think the instructors demonstrated to the students that they had inconvenienced themselves before, during, and after the banquet. BE SPECIFIC IN YOUR EXAMPLES, WHENEVER POSSIBLE.

Meeting Behavioral Objective #4: The final banquet does offer an opportunity for conversation between people who may not normally talk to each other informally. It does provide a chance for a limited number of people to speak to a large group. These are legitimate goals. But the main purpose is to build the encounters to a climax so that the efforts to construct positive channels of communication in the students can profit from the favorable glow that the course leaves with the enrollees.

Words like "climax" and "glow" are subjective terms. In these days of scientific investigation, subjectivity is sometimes forgot. This omission can result in the development of only a partial picture of how society works, for emotion is very much a part of all of us.

Write a paragraph giving your opinion of the degree to which you think the banquet succeeded in reaching the climax that would reinforce the + aspects of communication that had been stressed in the course.

Meeting Behavioral Objective #5: It is often said that para-professionals are too easily taken in by manipulative inmate behavior. Prison officials can be manipulative as well. Analyze the certificate awarding ceremony for evidences of genuine appreciation of achievement versus put-on enthusiasm in the hopes of being rewarded by "constructive" behavior.

GENUINE RESPONSES	FAKE RESPONSES

APPENDIX ONE

GROUP DYNAMICS

Officials who are working in corrections, probations, and paroles, by the very nature of their work, often tend to stress working as individuals. Group work does take place, of course, and often very effectively, but the main jobs involve the official acting as a party of one.

Inmates generally avoid group work. Some institutions have regulations that prohibit all but officially sanctioned groups. Offenders tend to space themselves out and to avoid the appearance of grouping together. Often inmates have no close friends within an institution. Inmates go it alone. That way, they know where they are.

Guests who enter a prison do so under apprehension. They are not accustomed to their surroundings. They have read stories in the press that give them anxieties. They tend to want to remain silent until they get the lay of the land.

Therefore, facilitators who attempt group work in a prison setting must labor hard to achieve results. Here are some pointed and practical suggestions for achieving successful dynamics in a comparatively short period of time.

CROSS FIRE: Many officials and offenders attend rehabilitation sessions with the express purpose of remaining silent. They are prepared to listen but not to contribute. One of the most effective ways to break down this reluctant to participate is to develop a cross fire that catches up the reticent group members. If we assume that the group has been arranged in a single or a double circle, as soon as someone on one side of the circle comments, persons on the other side should immediately be alerted that it is up to them to begin the cross fire. Ideas are then fired from one side of the circle to the other, across one diameter. Once that has been fairly established, the persons seated 90° from that cross fire should make their contribution, starting another interchange that overlaps the initial one. Soon, if the technique works, people are talking all around the circle, and the reticent members get caught up before they expect to.

If the cross fire technique of group dynamics is to function, the following methods should be observed:

a. Talkative instructors,students and guests should not be seated close to each other. If two talkative persons begin an interchange when seated side by side, others may feel excluded. Facilitators should arrange for guests, particularly those who speak well, to be seated on opposite sides of the circle. If the facilitators plans fail and the guests have arranged themselves together, he may have to seek a way to move the guests firmly but tactfully. A male can often move a female guest easily and vice versa. It is not necessary to make up an excuse. The facilitator can simply say that the group will work better if the seating arrangement is modified and proceed to rearrange the people.

b. At times, an instructor may see that a reticent member of the small group would like to say something but hesitates to do so. In such cases, the instructor can do one of two things:

(1) He can get an indication of the question that the student would like to ask and put it to the group this way: "Pete here would like to know . . . " If Pete offers flack and pretends to object to his name being used, the vast majority of times it will simply be a cover-

up to prevent anyone from seeing how much he wants to get into the conversation. It may serve to stimulate him to ask his own question the next time.

(2) Without disturbing too much the unity of the group, the instructor can hold a brief one-on-one with the student, keeping voices down low. Facilitators should sense that this is what the instructor is doing and tolerate the break in group cohesion. However, the instructor knows that the name of the game is to get the student back into the group as soon as possible. The instructor may even want to walk with the student over to the snack table, talking on the way, and walk back with him, hoping that, when they return, the matter will be clear to the student and the question can be forthcoming.

c. To keep stimulating interchanges, every instructor must be vocal--

not so much that his student partner feels he can sit back and let the instructor do it all

but not so little that the student partner fails to realize that participation is the goal of the exercise

d. At least some facilitators should be free to move around in the group so they can locate themselves directly across from the persons who are doing most of the talking. If instructors are not stimulating the cross fire themselves, then the facilitator can begin it by making the sort of comments that will get the dynamics started. The facilitator is already on his feet so it does not look obvious that he is taking his position either to reprimand the instructors who are not doing their job or to manipulate the group into maximum participation.

e. Instructors sometimes get so interested in the discussion that they begin to overshadow the students. When this occurs, some observant instructor should say bluntly: "The instructors are doing too much of the talking. Let's give some of the others a chance." Instructors are there only to prime the pump and to make certain that issues are kept as + as possible. However, the subject matter is sometimes so vital that instructors forget themselves. The offending instructor should not feel embarrassed, but take the remark as a good sport. It is better to be too interested than not enough.

f. A double-circle seating arrangement with students and guests largely on the inside circle and instructors largely on the outside does well in developing group dynamics, particularly where the only facility available is a room so large that intimacy is difficult to achieve. Students may say that they feel uncomfortable with such a seating arrangement. This uncomfortableness is probably evidence that the students felt they could not just sit back and watch, that there was pressure on them to get into the discussion.

g. If possible, keep lighting in the room as intimate as possible. Some people who are not sensitive to group dynamics immediately turn on the overhead lights when they enter a room. The same people would not think of doing so on entering a night club. People talk more freely when they feel less of a spotlight upon them. A reasonably low level of lighting that does not threaten security is helpful to the creation of encouraging group dynamics.

SEATING: Once people get seated, they do not like to be moved. Therefore, facilitators should get to the base of operations ahead of time and decide on what seating arrangement will produce the most interaction. Here are some of

the ways they can make certain that their game plan will work:

a. Take any extra chairs out of the room, or fold them up, or stack them in the back of the room so they cannot be pulled forward easily by reticent students and latecomers.

b. Rope off any parts where seating is not desired. Simple clothesline that has been dyed to make it look official will do the job.

c. Station two or three forceful people to point out where seating has been planned. If necessary, these ushers can guide people to their seats.

d. Keep power structures from being built into the seating arrangements. Round tables break up power plays well, but they are scarce items. Square tables are easier to build and they cater to our sense that someone ought to be king of the jungle. So facilitators who are seeking to polarize their audiences usually have to forego tables and seat people in circles just with chairs. This leaves a big hole in the center of the group, but it is better than having tables set up so people automatically take sides. If the square table is quite large, or if a complex of six or eight small square tables can be put flush with no gap in the middle, and if this permits sufficient seating for everyone concerned, then such tables can be used constructively.

e. Even if you are employing a circular pattern, you must still be vigilant not to permit persons favoring one point of view to sit on one side of the group, facing people on the other side with an opposing point of view. It takes skill to keep this from happening, particularly if the issue to be discussed has high saliency. When people feel uncomfortable or sense that even a mild confrontation is coming, they seek their own. Therefore, you should realize that guests are always threatened by being close to offenders. If you have just got your guests seated well spaced from each other, and when your back is turned, one of them beckons to the other to come over and sit beside him or her, you have your work to do all over again. If the names of the guests can be affixed to the chairs before the seating starts, a good deal of this back-and-forth movement can be reduced.

SIMULATED CONVERSATION: A good group discussion should resemble conversation and exhibit the following characteristics:

IT SHOULD BE NOISY.

ONE SPEAKER SHOULD FEEL RELATIVELY FREE TO INTERRUPT ANOTHER SPEAKER.

IT SHOULD INCLUDE SOME DEFINITE FACIAL REACTIONS BY PERSONS WHO ARE NOT SAYING ANYTHING AT THAT PARTICULAR POINT.

THE GROUP SHOULD TEND TO MOVE TOWARD EACH OTHER TO ESTABLISH CLOSER CONTACT RATHER THAN AWAY FROM EACH OTHER TO DESTROY CONTACT.

THE DISCUSSION SHOULD BE DIFFICULT TO BREAK UP. PARTICIPANTS SHOULD WANT TO KEEP TALKING.

These characteristics of simulated conversation are among those that are sometimes discouraged in other phases of prison life. All of them are threatening to persons who seek group identification but have been denied it or have cast it aside in the past. In some prisons, a lively, highly vocal group may be looked upon with suspicion. The faint possibility of a prison riot is an under-

standable threat to any institution. So both offenders and officials tend to establish the simulated conversation format with some hesitancy. People want to pull their chairs back, waiting to see what the other fellow has to say, being very patient to let the more talkative members conclude every sentence, even though everyone in the group knows the end of the thought 10 to 15 words before it is concluded and even though the talkative members would often be pleased not to have to go through the motions of completing each sentence.

In order to help create the atmosphere of a simulated conversation, facilitators may try the following:

1. They should interrupt themselves and others with sufficient tact so that everyone gets the idea of a give-and-take format. Do not use the stock phrases...

   May I interrupt?
   or
   Excuse me for interrupting, but...

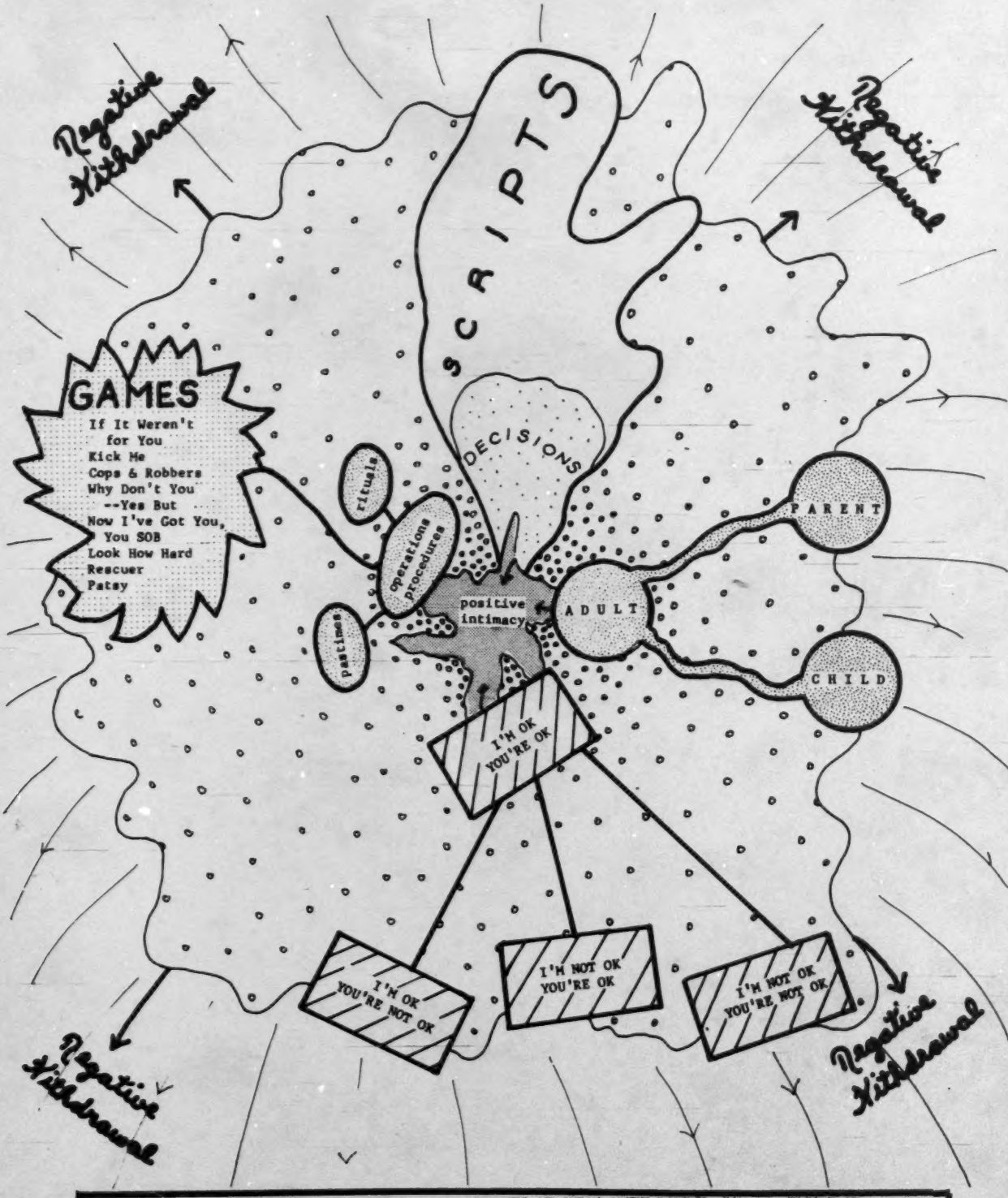
   Display your tact with the manner you break in, and not with the words you use.

2. Facilitators should generate enough energy at the beginning of the session to set the pace for the sort of input they expect.

3. Facilitators and instructors should keep their bodies pointed toward the center of the group rather than away from the group and help students to do the same. If one particular student is leaning back and even pulling his chair back, it may be that an instructor will have to leave his position somewhere in the circle, first close up the gap he makes by leaving, pull his chair around and sit by the isolating student, working him slowly into the group. With a particularly recalcitrant student, it sometimes takes two instructors moving unobtrusively, first one sitting on one side and then a second sitting on the other side, moving the student slowly back into the group. An instructor of the opposite sex is often in the best psychological position to make this maneuver.

SUMMARY: There is a great deal to be said about the complex phenomenon of getting a group to so work together that it becomes a weightless unity that suppresses coughs, sneezes, and random movement. Considerable has been said about group dynamics during the twelve encounters. But experience is the best teacher. Anyone who wants to learn how to get maximum efficiency from the group experience needs to gain as much experience as possible in working with people. Each group facilitator develops his own methods that he knows will work and that he enjoys using.

APPENDIX TWO



MODEL ATTEMPTING TO INTEGRATE THE CONCEPTS OF CHILD-ADULT-PARENT, I'M OK, YOU'RE OK, GAME THEORY, AND SCRIPT WRITING vs. DECISION MAKING USING ◆ vs. ■

The core of the model features our irregular pattern of POSITIVE INTIMACY, allied to adult transactions, the I'M OK, YOU'RE OK life situation, & decision making and operations, with pastimes and rituals as neutral accommodation exchanges. As the model expands from positive intimacy toward negative withdrawal, the parent and child transactions become more dominant, the three negative life positions become more operative, game playing tends to replace the operations, and scripts start overruling decisions. There are small channels from Parent and Child into positive intimacy, because both of these can sometimes be constructive in achieving intimacy. The model fails to integrate the relationships of the four concepts except as they reinforce or detract from the desirable core of positive intimacy.